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ABSTRACT

This report presents some of the data gathered in a survey of approximately 16,000 secondary school principals in the United States during the 1963-64 school year. Five different 125-item questionnaires were used in the survey, with approximately 3,200 principals answering each questionnaire. Altogether, 354 different questions were asked, 54 of which appeared on all five questionaires. Various questions examined the personal and professional background of principals; the duties, activities, and compensation of principals; and principals' attitudes on current educational issues. The data are displayed in 210 tables that list responses according to such factors as geographical region, school size, per-student expenditure, professional experience of the principal, rural or urban location, and public and private status of the school. Tables may reproduce poorly. (JG)

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Report of the Senior High-School Principalship

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Volume 1

The Study of the
Secondary School Principalship

A Project of
The National Association of Secondary-School Principals

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
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Foreword

In 1960 at Portland, Oregon, the National Association of Secondary-School Principals held a conference to explore a study of the secondary-school principalship. Later on the Executive Committee appointed a committee to plan a series of principalship studies.

Here is presented the first publication in the series. We believe that this *Report of the Senior High-School Principalship* is an important and useful survey. It supplies information on responses from more than 16,000 principals during the school year 1963-1964. They completed questionnaires from which we found their attitudes toward their positions, school programs, and current issues in secondary education.

This publication does not cover all the information gathered from the responses. It would take too many pages to do that. But we have the full material on tape, which is now available on a state-by-state basis for use by a state association on application to the NASSP.

An overview of the findings occurs in Chapter I. Closer attention to the tables and commentary in later chapters is necessary to the full significance of the survey.

We wish to thank the NASSP Committee on the Secondary-School Principalship and to the subcommittee that saw the publication through from the beginning. Their names are listed on page vi. Also, we express our appreciation to John K. Hemphill, Director of Developmental Research, Educational Testing Service, Princeton, New Jersey, who with his associates, conducted the study under contract with the Association. Our thanks go also to John F. Kourmadas and Douglas W. Hunt of the NASSP Staff, who prepared the manuscript for printing.

The second in the study series in already underway. It deals with the junior high-school principalship and will be conducted during the 1964-1965 school year. Additional studies are under consideration for succeeding years.

ELLSWORTH TOMPKINS
Executive Secretary

National Association of Secondary-
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*Served as members of a special advisory committee on the Report of the Senior High-School Principalship.

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The authors wish to acknowledge an extraordinary amount of support, assistance and encouragement provided by others in planning and executing the study and in preparing this technical report.

The National Association of Secondary-School Principals provided the basic financial support. From the onset of discussions about the possibility of working with Educational Testing Service in carrying out a research program on the secondary school principalship, Ellsworth Tompkins, Executive Secretary of the NASSP, provided enthusiastic personal encouragement and invaluable advice. We are also indebted to the NASSP Committee on the Study of the Secondary School Principalship and particularly to a subcommittee established for the purpose of consulting directly with us. The members of this group were Cliff Robinson (Chairman), William Brink, James Nancarrow, and J. B. Bowden. Douglas Hunt of the NAASP Washington staff also made valuable contributions during planning sessions.

We note with great appreciation the assistance of the approximately 200 secondary school principals who were involved in the pretesting of the questionnaires; many supplied valuable comments and criticisms. Crucial to the success of the study, was, of course, the willingness of the more than 16,000 principals who took time from busy schedules to devote an hour or so to completing a lengthy questionnaire.

The authors also wish to express their appreciation to many persons at Educational Testing Service who contributed their special talents. Donald F. Mills was deeply involved in planning the study, in preparing and pretesting the questionnaire, and in arranging for data processing. Lorne Kendall and Donald Malcolm reviewed the draft manuscript and made valuable suggestions for its improvement; Clifford Abe supervised many aspects of the data processing. Typing assistance was provided by Carolyn Anderson, Marlene Bullock, Betty Clausen, Joyce Crossland, Eleanor Hibbs, Romona Huff, Katherine Moore, Mary Evelyn Runyon, and Beatrice Stricklin. Proofreading assistance was given by Marie Davis and Christine Holcombe. Ann King gave helpful editorial assistance, and capable clerical help was provided by Katherine Burck and Virginia Rau.

J. K. H.
J. M. R.
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An Overview of the Report

American secondary schools are fulfilling an increasingly vital function in the life of the nation. In order that the responsibilities which go with this vital function may be met adequately, there is a need for as much knowledge as possible about all the important characteristics of American secondary schools. Since the principal is certainly one of the most influential persons in determining the quality of education provided by a school, there is also a critical need for as much information as possible about the characteristics of the secondary school principalship.

The general purpose of this report is to draw a comprehensive, reliable, and up-to-date picture of the American *senior high school principalship*. Toward this end, an NASSP Committee on the Study of the Secondary School Principalship contracted with the Educational Testing Service to prepare a report on such factors as: background and formal preparation, current status, on-the-job activities, problems, rewards, opinions, and school characteristics. That the study would survey *all* of the approximately 24,000 senior high school principals was consistent with an early decision to be as comprehensive as possible.[1]

In the design of the study, five different questionnaires were used instead of a single one, which made it feasible to obtain a large amount of information in return for a relatively small amount of each respondent's time.

In November 1963, every high school principal in the United States was mailed one of the five different forms of the questionnaire. To insure that each form would be completed by a representative group of principals, the five samples were stratified by dividing the schools in each state into spiraled fifths and sending one of the five forms to the principals of each fifth of the schools in that state.

The replies to the 23,555 questionnaires that were mailed indicated that some of these schools were not, in fact, secondary schools and that some had been secondary schools in the immediate past but were no longer. Because of reorganization and consolidation of school districts, it is impossible to say exactly how many secondary principals were available to receive questionnaires; but it seems likely that the group available for survey numbered slightly less than 23,000. In December 1963, a follow-up mailing of approximately 12,000 questionnaires was made.

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[1] A similar report on the junior high school principalship is now underway, as Part II of The Study of the Secondary School Principalship.

March 4, 1964, was the cutoff date for receipt of answers to be included in this study, a total of 16,082 answer sheets had been returned; these responses comprise the basic data for this report. The numbers of answer sheets for each of the five forms are indicated below:

Form 1	3160
Form 2	3241
Form 3	3192
Form 4	3251
Form 5	3238

There do not appear to be serious sampling biases with respect to returns by form number. Because of the uncertainty about the number of senior high principals, it is impossible to determine exactly what the rate of return of questionnaires was; but it lies somewhere between 67 per cent and 70 per cent. Between March 4, 1964, and April 15, 1964, only an additional 250 answer sheets were received, an indication that postponing the cutoff date would have had little effect on the results of the study. A second follow-up was not considered feasible.

Background of the Principalship

The description of the principalship begins with a consideration of demographic, geographic, and social background factors. Eighty-nine per cent of senior high school principals are men, they tend to have small-town and working-class origins (and hence are characterized by marked socioeconomic mobility), they typically are appointed to their first principalship at a relatively young age (early to mid-thirties), and they exhibit relatively little geographic mobility.

A large number of questions was included in the questionnaires to explore in detail the formal preparation and educational experiences of senior high school principals. Ninety per cent of the principals have earned master's degrees. Most principals began their formal preparation in relatively small undergraduate colleges, and their undergraduate majors were typically in the area of liberal arts. Concentration of preparation in the field of education tended to be delayed until the beginning of graduate study—graduate majors were typically educational administration. Principals reported a median number of eight years of teaching experience prior to assumption of the principalship.

In general, the senior high school principals have an extensive background of courses in educational areas, taken either during their graduate or undergraduate work. Many principals have taken twenty-five courses or more in educational subjects. Fully half of the principals have taken nineteen courses or more. These courses most frequently are in the area of secondary school organization, curriculum development, and the psychology of learning. Child and adolescent development is another area in which many principals have taken a significant amount of course work. More specialized areas such as school law or vocational education have been less often included in the preparation of secondary school principals.

Principals readily differentiate among the course work that they have found valuable and that they considered less than essential. Generally speaking, work in the area of supervision of instruction, human relations, curriculum development, and personnel administration is much more likely to be endorsed as essential than courses that are less directly related to the day-to-day problems that their duties entail, (e.g., political science).

Most senior high school principals have an extensive teaching background. It is rare for a principal to have had as little as two years of teaching experience. The survey indicates that 60 per cent of the principals have between four and fourteen years. Generally, this experience has been either in the natural sciences or mathematics, social science, and to some extent in the fields of English or speech. Approximately one-third of the principals have taught either mathematics or natural science in secondary schools.

In addition to teaching experience, the principals have had many other kinds of educational responsibilities. For example, more than half report at least one year of experience as an athletic coach or director. Likewise, about half of the principals report at least one year's experience in counseling or guidance work. Approximately one-third have been elementary school principals, and many have had experience as elementary school teachers. The most frequently traversed route to the senior high school principalship is through secondary school teaching. Over one-third of the principals were appointed to their first principalship from the position of secondary school teacher. About one-fifth of them moved to their first position as principal from the position of an assistant or vice-principal. In contrast to the general stereotype which suggests that the route to the principalship is through the position of athletic coach or director, the data show that only 14 per cent of the principals served as full-time coaches or directors prior to being appointed to their first principalship.

Since knowledge about the school environment itself is important to a proper appreciation of the principalship, the nature and diversity of the senior high schools were covered extensively in the questionnaires. Over four-fifths of the senior high schools are public. Most of the remainder are religiously affiliated schools. Approximately four-fifths of the principals described their school program as general comprehensive, and about 90 per cent of the high schools are coeducational. There is no one predominant pattern in the secondary school grade organization. The most frequently found school encompasses grades nine to twelve. This is particularly true of the medium and large size schools.

Most American high schools are small as is indicated by the fact that somewhat over one-third of the principals served schools with fewer than 250 students. Less than 20 per cent of the secondary schools have as many as 1,000 students. About half of the secondary schools are located in areas described as small towns with populations of 5,000 or less, or in rural areas. Only 11 per cent of the high schools in the United States are located in cities with more than 250,000 inhabitants.

Most students who attend high schools today appear to be following college preparatory programs. Programs leading to some type of general diploma are next most popular. Agricultural or industrial trade vocational programs are much less popular. Over half of the principals report that as many as 40 per cent or more of their students in the graduating class went on to college during the past year. The rate of dropout among high school students is a problem of much current concern. About two-fifths of the principals reported that 10 per cent of their students dropped out from the time they entered the first year of high school and before graduation. In interpreting these figures, it must be remembered that they apply to numbers of schools and not to numbers of students.

Educational Issues as Seen by Principals

As a professional educator, the senior high school principal must take a leading role in the definition of the purposes of education. In response to questions about their beliefs with respect to the goals of education, the principals ranked the acquisition of basic skills as clearly the first and most important goal. This was followed closely by acquisition of basic knowledge.

Principals of independent schools (made up largely of religiously affiliated schools) ranked the development of sound moral and spiritual values clearly above all other goals. Training in technical skills and development of appropriate talents such as engineering and scientific talents were infrequently ranked high as a goal of secondary education.

Many criticisms have been made of our educational institutions over the past years, and many suggestions have been made for revision of common practices. Most principals reject the idea that, as compared to the Soviets, the United States is not producing enough scientists and engineers. Neither would they agree that it is necessary to justify as practical every subject that is taught in the secondary schools. However, almost half of them would endorse the notion that school attendance should be compulsory until at least 18 years of age or until graduation. Most principals favor federal aid to public high schools, are in favor of the recent Supreme Court decision concerning racial segregation in the public schools, but disagree with the Supreme Court's decision on compulsory prayer and Bible reading in the public schools. Most principals reject the idea that the high schools are requiring too little academic work and accept the notion that for the majority of the students the school should provide a general intellectual background and leave job training to other agencies.

Of particular interest to senior high school principals is the recent focus of public attention upon the comprehensive high school. The optimal size of such a school was explored with the principals, but there appeared to be little consensus among the principals on the most desirable size. Rural principals tended to favor a smaller school of about 500 to 750 students, but principals in urban areas preferred larger schools, from 1,000 to 1,250 students.

A crucial responsibility of the principal stems from the expectation that he supply educational leadership in his interaction with teachers. One of the areas in which he can provide such leadership is in orienting and assisting new teachers as they join his staff: About 90% of the principals conduct some form of orientation meetings at the first of the year for new teachers. It is quite common for these orientation meetings to continue throughout the first year. It is also a rather common practice for principals to visit the classrooms of the new teachers and follow up such visits with either a written or oral report. Three-fifths of the principals reported that they conducted from one to three such classroom visits, and followed each with an individual conference. Another practice followed by at least half of the principals is to assign an experienced teacher to work with the new teacher, but more common is the practice of directing a department head or an area chairman to work with the new teacher. Another very common practice reported by over 90% of the principals is to hold an individual conference with the new teacher at the start of the school year. About three-fifths of the principals also provide reading materials on professional matters throughout the year. Over one-half of the principals report that they discuss lesson or course plans with new teachers. The practice of providing opportunities for new teachers to visit classrooms of experienced teachers is not uncommon.

The principals gave their impressions about what course work preparation they believed was most important in the preparation of secondary school teachers. Heading the list in terms of importance was preparation in the subject matter taught. The next most important area of course work was in educational psychology or instructional techniques. Course work in history and philosophy of education or in such areas as the social context of American education were considered to be far less important.

Most principals feel there is no conflict between academic freedom for teachers and good education, but they do expect teachers to live more exemplary lives than other persons, even away from school. Just slightly less than half of the principals would deem it proper for teachers to work actively as members of political parties in national or local elections. Approximately one-third of the principals believe it is necessary to have policies regulating teachers' smoking. Likewise, one-third of them believe it best to have little social contact with teachers outside of school.

Most principals believe that there is a need for greater uniformity in secondary school certification standards throughout the country. Although the majority of the principals believe that there *is* this need, the use of standardized national examinations is not considered to be an acceptable solution to the problem. Two-thirds of the principals would not say that they believed the substitute teachers that they employed over the past two years have done a good job. Only one-quarter of the principals feel the level of teacher pay in their district is appropriate. Principals generally approve of the idea of teacher tenure, but are unfavorable to plans of basing pay upon merit—believing that this would not have a desirable effect upon the teacher's performance or morale. Because of the generally low pay scale for teachers, many have found it necessary to supplement their incomes with other jobs. One-quarter of the principals reported that 5% or more of the teachers in their schools held regular jobs in addition to their school assignments during the school year. This practice of "moonlighting" may not be as extensive as it has sometimes been reported, but nevertheless represents a considerable problem.

There is currently much ferment and concern with innovations in education, and the senior high school principal is directly involved in these important changes.

The principals reported that over the past three years 62% of their schools had been involved in tryouts of new mathematics curricula. Two-thirds of them report involvement with new curricula in the foreign languages and in the natural sciences, and from one-third to one-half of the schools offer opportunities for accelerated work in sciences, languages, and mathematics. One school in 10 is utilizing television to some extent in teaching, two in 10 have been involved with team teaching, and about three in 10 have had some contact with programed instruction. It is quite clear that the many innovations in education are having an impact upon secondary schools.

The majority of the principals are reserving judgement about the value of machine teaching or programed learning. They do believe, however, that the technological advances in education hold some promise for improvements. Although only 5% of the principals report that they have such a system in their schools, over half of them are in favor of a system of individual promotion rather than customary use of grade placement and continuous promotion. The majority of them would also approve a plan of multi-diplomas, whereby an attendance certificate would be granted to students who failed to master the basic subjects. Thus, there appears to be in the thinking of the senior high school principal a readiness to accept innovations, change, and more flexible approaches.

The standardized test has drawn the fire of many educational critics in recent years. Principals were asked to express their opinions about the value of such tests. Less than one principal in five would endorse the idea that nationwide testing programs are undesirable. The principals were practically unanimous in their belief in the value of standardized tests for providing the school with the kind of information it needs about individual students. These favorable attitudes exist despite the fact that testing programs demand considerable time both of the principals and their administrative and teaching staffs and of the students themselves. Two-thirds of the principals indicate that they spend two days or more in connection with national testing programs. Their administrative staffs are more involved. The majority of the principals report that a member of their staff spends more than three days each year in connection with these programs. Teachers generally spend much less time in connection with national testing programs, the usual case being one day or less. The high school student who has plans to go on to college usually spends from two to three days involved with national testing programs. Perhaps the favorable attitude of the principals toward testing may be attributed, in part, to the fact that many have not read some of the recent books most critical on testing.

In general, the senior high school principal of today is a well-educated individual with a master's degree and considerable preparation in educational subjects, following completion of a liberal arts program as a college undergraduate. Typically, the senior high school principal is a man who is appointed to his first principalship at a rather early age, who has had considerable teaching experience before assuming his duties, and who entered his job through the route of secondary school teacher. The principal's job is a demanding one, requiring him to work more than fifty hours a week. His financial compensations are comparable to those enjoyed by an associate professor at an average college or university. He finds a major source of psychological satisfaction in his work through his opportunity to be helpful to others. Although this job provides him considerable prestige, he does not believe that it gives him the recognition to which his training and preparation should entitle him. He spends his work week dividing himself among duties including conferences on administrative problems, working with teachers in their professional development, and contacts with lay persons outside of the school. The principal of the smaller high school often has teaching duties also. He tends to reject such global ideas as adjustment and indoctrination in the American way of life. The high school principal is responding quite favorably to recent innovations and ideas in education.

Although these general statements apply to the typical school principal, there is much variation among principals with regard to geographical region, size of school, and other important characteristics of the particular situation in which they work.

Duties and Compensations of the Principalship

Although the principals of secondary schools are predominantly men, their teaching staff is comprised of a sizeable proportion of women, but this proportion varies widely among geographical regions. Thus, in the Southeast, men outnumber women faculty members in only one-third of the high schools. In the West, this figure is reversed, where men teachers outnumber women teachers in three-quarters of the high schools. New teachers taking their first jobs tend to be employed with a bachelor's degree. Most high schools now have a guidance program or are planning actively to provide for such a program. In some of the smaller schools, it is quite frequently the case that principals assume guidance work as part of their responsibilities.

The principal's work week is a long one. He reports that on the average he works fifty-four hours each week. Most principals have the services of a full-time secretary, although in the small schools and schools of the Southeast secretarial services are less often available. In larger schools, it is not uncommon for the principal to have an assistant principal, either full time or part time; overall, however, less than half of the principals reported an assistant principal.

In addition to supervising his instructional staff, the principal typically supervises the work of several nonprofessional persons such as janitors, cafeteria workers, etc. The size of this staff is somewhat in excess of three persons on the average. About 10 per cent of the principals report that these personnel number 15 or more.

During a typical work week, the principal divides his time among many and diverse activities. Administrative planning, either with superiors or subordinates, meetings with teachers on curriculum or instructional matters, working with individual teachers on their teaching proficiency, meetings with students on disciplinary problems or other matters, meetings with parents, and correspondence, all place heavy demands upon his time. Principals of the smaller high schools frequently have classroom teaching responsibilities also. The pattern of activities appears to relate to school size. Principals of the larger schools spend more of their work week with such activities as administrative planning, meetings with teachers with respect to teaching proficiency, meetings with parents, and correspondence, as compared with principals of smaller schools. On the other hand, principals of the smaller schools, in addition to their likelihood of being involved with classroom teaching, are more likely to be involved in supervision of extracurricular activities or perhaps in testing activities. In general, one can characterize the work week of the secondary school principal as one in which he must divide his time among many pressing duties.

The principals describe the major "roadblock" in doing their job, as they would like to do it, as lack of time. They also place high on their list of problems an inability to provide time for teacher improvement activities. Principals mention variation in the ability and dedication of teachers," "insufficient physical facilities," and "lack of funds for experimental activities" as among the most frequent roadblocks. Problems of lesser concern are lack of district-wide flexibility, communication among administrative levels, superintendents who fail to measure up to what is expected of them, tenure, and lack of competent office help.

The principalship entails exposure to pressure from many groups. The principals report most pressure from citizens or parent groups other than the local PTA. The next most frequently mentioned source of pressure comes from groups of athletic-minded persons. State colleges or universities, religious groups, and local newspapers rank high among the principals' list of pressure groups. Of far less influence are such groups as state legislative investigating committees and local labor organizations. Principals report some pressure by citizen groups charging anti-Americanism or lack of patriotism or by groups wishing to prohibit books.

In contrast to the problems of the principalship are its many compensations, both tangible and intangible. Most principals state that they would choose educational administration as a career if they had their lives to live over again. Three-fifths endorsed this statement; however, this leaves two-fifths who expressed either dissatisfaction or uncertainty about their choice of careers. Despite general satisfaction with educational administration as a career choice, most principals are not satisfied to remain in their present position. Only about one-quarter indicated that they had no desire to move to another position. Many aspire to a superintendency, while others would move to a principalship in a larger school.

The average salary of a senior high school principal is approximately the same as that of the average associate professor at a college or university, namely about $8400 to $8600 per year. There is a wide regional variation in the median salary. Principals in the Southeast are much more poorly salaried than those employed in in the Northeast. In general, principals feel that they belong to the "middle" or "upper-middle" social class.

A quite common practice in compensation of the principals is to base their salaries relative to the salaries of teachers in the schools who have master's degrees. This rule of thumb is followed in one-third of the schools. It is also a common practice for principals to be employed on a one-year contract. Tenure arrangements are reported by only one-fifth of the principals.

Many principals feel that they are not accorded the professional status and prestige to which they are properly entitled by virtue of their education, training, and the work. This sentiment was voiced by one-third of the principals. More directly related to the principals' psychological compensations were their responses to questions concerning their feelings about job security, opportunities to be helpful to other people, prestige, opportunities for independent thought and action, and self-fulfillment. Most principals reported that their jobs provided considerable opportunities to be helpful to other people and considerable prestige. Opportunity for independent thought and action, for self-fulfillment, and for job security were less often thought of as provided by the job.

Civic and Professional Activities of Principals

The senior high school principal tends to be involved in "professional" activities. Over three-fifths of them are members of the National Association of Secondary-School Principals. Three-quarters belong to their state's association of secondary school principals. Three principals in four reported that they have attended a statewide or national meeting of principals during the past two years. Half of them report participating in "professional" activities during this period. Two out of five principals have studied extensively through higher educational institutions. Three principals in ten report having traveled professionally outside their districts, and two in ten report having been involved in educational research. About three-fifths of the principals report that over the past two years they have participated extensively in workshops or educational conferences.

* * *

Interpretation of the Tables

Data processing consisted of determining the number and percentage of respondents choosing each alternative of each question. Since questions varied with respect to the number of questionnaires in which they appeared, this "total" sample was not the same for all questions. For example, for the questions appearing only on Form 1, the total sample was the 3,160 principals who completed Form 1; for questions appearing on Forms 1 and 2, the total sample was 6,401, the sum of 3,160 principals who completed Form 1 and the 3,241 principals who completed Form 2.

In addition to this analysis of total responses, principals were also classified into subgroups on the basis of their responses to selected questions, and the percentage of each subgroup choosing each alternative of each question was determined. Any one of the several alternative responses to any one of the 351 questions, as well as many combinations of two or more such responses, could have been used for the purpose of classifying the principals into subgroups, and, for a large majority of the items, each such breakdown would have been meaningful. There are literally millions of meaningful comparisons potentially available if the data were to be exhaustively analyzed. Therefore, the particular subgroups used for the purposes of the analysis reported in this study are illustrative only of some of the wide differences that exist among American senior high school principals.

rather than being in any way a complete examination of all possible categorizations of the available data.

The subgroup classifications used are as follows:

Location: Two groups of principals were designated, based on the locations of the schools, one consisting of principals of *Urban* (45 per cent of the total group) schools and the other consisting of principals of *Small Town* and *Rural* (55 per cent) schools. These groups were derived from responses to question 2, which was common to all five forms of the questionnaire. The *Urban* group consisted of principals of cities with populations of 5,000 or larger. The *Rural* group consisted of towns below 5,000 and rural areas.

Type: A subgroup of principals of *Public* (82 per cent) school and another of principals of *Independent* (18 per cent) schools was established. The data analysis for the preliminary report to NASSP membership indicated large differences between principals of public and independent schools.

Program: A subgroup of principals of *Comprehensive* (80 per cent) schools and a subgroup of principals of schools with *Other* (20 per cent) miscellaneous types of programs were established. Again, this choice of subgroups was based on the preliminary analysis.

Region: The principals were divided into three regional groups on the basis of their responses to question 6 of all forms. These groups were: *Northeast* (22 per cent), *Southeast* (22 per cent), and *West* (56 per cent). The Northeast group consisted of principals in the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia. The *Southeast* group consisted of principals in the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The *West* group, obviously, consisted of principals in all other states. This perhaps unusual classification was chosen in order to correspond to the breakdown of results reported for *Project Talent* (Flanagan et al., 1962).

Per-Student Expenditure: On the basis of their responses, the principals were separated into three groups, *High* (24%), *Medium* (35%), and *Low* (32%) with respect to *per-student expenditure for instructional purposes*. Those subgroups were delineated so that approximately one-third of the principals would fall into each group. The *High* per-student expenditure group consisted of principals of schools in which $500 or more was spent per student for instructional purposes, the *Medium* group consisted of principals of schools in which $300 to $499 was spent, and the *Low* group consisted of principals of schools in which less than $300 was spent.

Experience: The principals were separated into *High, Medium,* and *Low* groups with respect to their *experience as a principal* on the basis of their responses. The *High* (53%) group consisted of principals with eight or more years of experience as a principal, the *Medium* (24%) group consisted of principals with four to seven years' experience, and the *Low* (22%) group consisted of principals with three years' or less experience.

Size: Principals fell into three groups with respect to the *size of the school of* which they are principal. The *Large* (17%) group consisted of principals of high schools with 1,000 or more senior high students, the *Medium* (40%) group consisted of principals of high schools with 250 to 999 students, and the *Small* (43%) group consisted of principals of high schools with 249 or fewer students.

These breakdowns are illustrative of selected differences between principals. An important consideration in preparing this report was to give the reader a feel for the amount of variation among subgroups of principals without overwhelming him with detail. Accordingly, it was decided that in the main body of this report data would be reported for the total sample and for the following subgroups only: (1) Urban or (2) Rural; (3) Public, or (4) Independent; (5) Comprehensive or (6) Other; and (7) Northeast, (8) Southeast, or (9) West. Data for the per capita expenditure, years of experience, and size of school breakdowns are reported in the main body of the report *only* when they are particularly relevant to the issue under consideration. So that the data on these other subgroups may be readily available, however, tables summarizing them are presented in Appendix B. All tables in Appendix B are related to a corresponding table in the main body of the report.

There are several things that should be noted about the tables. The first is that they are headed by a question by which the data in the table are based rather than by the more usual type of summary title. This was done because the interpretation of questionnaire results is much easier when it is based on the actual question asked (or a close paraphrasing of it) than when it is based on a title consisting of a terse summary of the question. This report will use the question (or a close paraphrasing of it) as the title of the table except in those cases in which the table summarizes responses to several questions. *All numbers in the tables are percentages* unless a specific note to the contrary is given in the table. Numbers in many tables may add to 99 per cent rather than 100 per cent because of rounding the reported per cents to whole numbers and also because some of those who answered the questionnaires omitted particular questions.

It should be noted that no statistical tests are reported for the data in the tables. The primary reasons for this decision are: (1) a thorough statistical examination of all differences would have little meaning since the multiple nonindependent comparisons involved render specific probability levels meaningless, and (2) with N's as large as those in this study, a difference could easily reach statistical significance at a magnitude where it cannot be considered to have any practical significance.[2] Table 1 shows the number of principals who returned questionnaires by form number and by subgroup categories.

It should be noted that the size of the sample upon which each per cent is based varied over a wide range but never drops below 549 (for questions appearing on Form 1 of the questionnaire and returned by principals of Independent schools) and is as large as 16,082 for questions common to all forms.

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[2] The standard error of the percentages presented in this report generally is less than 1% and rarely exceeds 2%.

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TABLE 1

Sample sizes.

Questionnaire Form	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Form 1	1440	1710	2604	549	2535	616	702	695	1759	3160
Form 2	1450	1775	2654	581	2620	603	713	720	1800	3241
Form 3	1431	1744	2611	571	2548	633	726	686	1767	3192
Form 4	1435	1786	2686	559	2641	604	724	691	1832	3251
Form 5	1443	1788	2650	582	2591	633	734	697	1805	3238
Total, All Forms	7219	8803	13205	2842	12935	3089	3599	3489	8963	16082

It should be clear to the reader that this report has been restricted to straightforward reporting of results and to calling attention to those findings which seemed to be particularly noteworthy. The tasks of explaining, interpreting, and drawing implications and conclusions will come at a later date.

Bias of Sample

In survey research of the type used in this study, the nature of biases contained in the data as a possible result of systematic differences between respondents and nonrespondents is important. Although, in the present study, as in most others, it is impossible to provide a precise and definitive answer to questions raised by failure of part of the sample to respond, it is possible to provide data which may shed some light on the problem. In order to make a preliminary report to the NASSP Convention, an analysis based on 14,033 principals' responses received prior to January 11, 1964, was carried out. The responses of these "early" responders can, therefore, be compared to the responses of the 2,049 "late" responders who returned their answer sheets between January 11 and March 4, If one assumes that the remaining nonresponders resemble the late responders more than the early responders, one can make inferences about the kinds of biases that may be present in the sample of principals on whom the study is based.[3]

A detailed comparison of the answers of early and late responders to the questionnaire was carried out. The results of this analysis can be summarized here by indicating that late responders, as compared to early responders, are (1) less likely to be members of NASSP, (2) less likely to be principals of high schools in large cities, (3) less likely to be principals of schools serving areas of moderate-priced homes, (4) more likely to be from schools with low per-student expenditure for instructional purposes, (5) less likely to be from the Mideast, (6) more likely to be from the Southeast and Southwest, (7) more likely to be principals of schools serving low income areas, (8) more likely to be older, (9) likely to have had less education, (10) likely to come from very small schools, (11) likely to work a shorter work week, (12) somewhat more likely to be in favor of Federal aid to *Public* secondary schools, and (13) less likely to agree with recent Supreme Court decisions concerning racial segregation and compulsory prayer in the public schools. Overall, this pattern suggests that principals of small, poorly supported high schools are somewhat underrepresented in the sample.

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[3] This assumption may be challenged, see for example, Zimmer, Herbert. Validity of Extrapolating Nonresponses Bias from Mail Questionnaire Follow-ups. *The Journal of Applied Psychology,* Vol. 40, No. 2, 1956, pp. 117-121.

The Report

Background of the Principalship

Educational Issues As Seen by Principals

Duties and Compensations of the Principalship

Civic and Professional Activities of Principals

Background of the Principalship

Who Are Senior High School Principals?

In order to begin to understand a professional career field, it is useful to know something about what types of persons are attracted to that field. The first results to be reported are those summarizing various demographic characteristics of the senior high school principals. The first such characteristic is the sex of the principal, for which data are presented in Table 2 and also in Appendix B, Table B2.

TABLE 2

What is your sex?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Male	84	94	98	52	93	77	84	93	90	90
Female	16	5	2	48	7	22	16	6	9	10

As is well known, the great majority of American senior high school principals are men. Women principals are employed more frequently in urban high schools, in independent high schools, in schools having other than a comprehensive program, and in high schools in the Northeast.

Table 3 shows the age distribution of principals.

TABLE 3

What is your age?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
23 or under	0	0	0	0	0	0	0	0	0	0
24-29	1	7	3	1	5	3	2	3	6	4
30-34	5	17	12	8	12	9	7	10	14	12
35-39	15	20	18	16	18	17	15	17	19	18
40-44	17	16	16	17	17	16	15	17	17	16
45-49	18	13	14	18	15	16	17	16	14	15
50-54	19	12	14	17	15	16	19	16	13	15
55-59	15	10	12	12	12	[illegible]	15	13	10	12
60 or older	10	5	7	11	7	14	[illegible]	7	7	8

The median age for all principals is about 44 years. Principals of urban schools are older with a median age of around 47 years. Also principals of independent schools and of schools with other than comprehensive programs and those whose schools are in the Northeast or Southeast tend to be somewhat older than those in the more western part of the country. Data shown in Table B3 (Appendix B) also suggest a definite tendency for older principals to be employed in the larger schools.

Data concerning the geographical region in which the principal grew up are presented in Table 4 and also in Table B4.

TABLE 4

In which geographical region was your home during the time you were growing up? If you lived in more than one region choose the one you think of first when you think of home. Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
New England	11	4	6	14	6	11	29	1	1	7
Mideast	23	11	15	28	15	23	63	4	3	17
Southeast	17	25	24	10	21	22	2	89	3	21
Midwest	31	41	37	34	39	26	4	4	63	37
Southwest	6	10	9	4	6	8	0	2	14	8
Rocky Mountains	3	3	3	1	3	2	0	0	5	3
Far West	7	4	5	6	5	5	0	0	9	5
Non-contiguous states	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	3	0	2	1	0	1	1

It will be seen that more principals grew up in the Midwest than any other region. Midwest was defined as the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The next most frequent region was the Southeast followed by the Mideast which included the states of Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia.

In considering the data presented in Table 4, it is necessary to recognize that the specific percentages for the regions are in a major way dependent upon how the region has been defined. The total population, divided among these regions, as given by census figures for 1920, is as follows: New England, 7%; Mideast, 23%, Southeast, 21%; Midwest, 32%; Southeast, 9% Rocky Mountains, 2%; Far West, 5%; Noncontiguous states (not applicable); and Other, (not available)[1] Comparison among regions without regard to the nature of the definition of regional categories would have little meaning. An interesting implication of the data in Table 4, however, has to do with the marked lack of mobility of principals from one region to another. Some 89% of the principals in the Southeast grew up in that region, 92% of the principals in the Northeast (New England and Mideast combined) also grew up in the Northeast, and a similar figure holds for the principals in the rest of the country category. The tendency for principals of independent schools or schools with other than comprehensive programs to have "grown up" in the Northeast (New England or the Mideast) is probably a simple reflection of this lack of mobility and the fact that such schools tend to be concentrated in this region.

Data regarding the size of the town in which the principal grew up are presented in Table 5 and in Table B5.

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[1] Census figures for 1920 are used because they provide population information relevant to the period during which the average senior high school principal was born.

TABLE 5

Which of the following population categories best describes the community which you think of as your home town during the time you were growing up?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
City of more than 1,000,000 population	9	3	3	10	4	11	10	3	5	6
City between 250,000 and 999,999 population	11	5	4	21	6	13	12	5	7	7
Urban area between 5,000 and 249,999 population	39	20	27	35	28	30	40	24	25	28
Small town below 5,000 population	24	38	33	36	34	24	36	30	35	32
Rural	16	38	30	13	28	22	13	19	30	27

It can be seen that a majority of principals grew up in small towns and in rural areas. When towns and cities numbering between 5,000 and 250,000 population are added to rural areas, some 87% of American high school principals are accounted for. These figures are lower, of course, for principals of urban, independent, and noncomprehensive schools in the Northeast. For all subgroups, the characteristic pattern is for the principal to have come from locales other than very large cities (250,000 and over).

The Principal's Background

The next group of results to be reported concerns the background of principals. The first characteristic to be considered is the occupation of the principal's father (Table 6 and Table B6).

TABLE 6

Which of the following best describes your father's chief occupation? Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Farmer	18	35	30	14	29	23	10	36	31	27
Skilled, semi-skilled, or unskilled labor	37	31	32	32	33	30	39	26	32	32
Supervisory work	9	7	8	9	8	8	11	7	7	8
Retail clerk, office work, or salesman	9	6	7	11	7	8	10	7	7	8
Sub-professional (musician, pharmacist, etc.)	3	1	2	3	2	3	2	2	2	2
Teacher	4	4	4	[illegible]	4	4	4	5	3	4
Scientist, engineer, etc.	2	1	1	3	1	2	2	1	1	1
Other professional (lawyer, physician, minister, etc.)	7	5	5	8	5	9	6	7	5	6
Independent businessman or executive in large corporation	14	9	10	17	11	13	15	9	11	11

A majority of American senior high school principals reported that their fathers were either farmers or skilled, semi-skilled, or unskilled laborers. The proportion of principals whose fathers' occupations were in these two categories is somewhat smaller in urban areas and in the Northeast. However, the overall pattern of results in Table 6 clearly suggests that senior high school principals, taken together, are characterized by considerable upward social mobility. This is further demonstrated by the data in Table 7 (Table B7) which deals with the educational level of the fathers of principals.

TABLE 7

How much formal education did your father have? Indicate only the highest level.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Did not complete grade school	23	26	25	25	25	24	23	27	25	25
Finished grade school	24	27	27	23	27	23	25	22	28	26
Some high school	18	18	18	16	18	16	18	20	17	18
Finished high school	13	10	11	12	11	11	12	10	11	11
Some college or junior college	9	6	8	7	8	8	6	9	9	8
Business or trade school (after completing high school)	3	3	3	3	3	3	4	3	3	3
Finished four years of college	[illegible]	3	3	3	3	5	4	3	3	3
Some graduate or professional school	2	1	1	3	1	2	2	2	1	2
Attained a graduate or professional degree	5	3	4	7	4	6	5	4	4	4

It is seen that one-quarter of the principals' fathers did not finish grade school and that the majority had no more than a grade school education. Nearly 70% of the fathers of senior high school principals did not complete high school. Again, the principals of high schools in urban areas and in the Northeast had somewhat better-educated fathers. Nevertheless, the pattern in Table 7, as that in Table 6, suggests that the fathers of most of the principals had a relatively small amount of formal education.

Comparable data for the mothers of high school principals are contained in Table 8 and in Table B8.

It appears that the mothers of the principals had slightly more education than the fathers.

Administrative Experience

The next area to be covered has to do with administrative experience. The first specific point to be considered under this general topic is the age at which

TABLE 8

How much formal education did your mother have? Indicate only the highest level.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Did not complete grade school	17	17	17	18	17	15	18	19	16	17
Finished grade school	27	27	28	28	28	26	27	24	29	27
Some high school	19	20	20	27	20	15	16	22	18	19
Finished high school	17	17	17	10	17	18	19	15	17	17
Some college or junior college	11	11	12	11	12	12	10	10	12	12
Business or trade school (after completing high school)	2	2	2	2	2	2	3	1	2	2
Finished four years of college	4	3	3	5	3	3	3	4	3	3
Some graduate or professional school	1	2	1	1	1	1	1	1	1	1
Attained a graduate or professional degree	1	1	1	1	1	1	1	1	1	1

the principal was appointed to his first administrative position in education. Table 9 (and Table B9) presents these data.

High school principals were generally appointed to their first administrative position at a relatively young age—on the average, somewhere between 30 and 34. There are very noticeable differences among the subgroups. Principals in the Southeast and rural areas appear to be appointed at a somewhat younger age, or at about 29 years. Principals of independent schools and of schools offering other than a comprehensive program tend to be appointed to their first administrative position later in life.

TABLE 9

At what age were you appointed to your first administrative or supervisory position in education?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Under 20 years	1	1	1	1	1	1	0	2	1	1
20 to 24 years	9	12	12	5	12	8	6	17	10	11
25 to 29 years	23	36	33	17	31	24	22	32	33	30
30 to 34 years	27	28	27	29	27	28	26	25	29	27
35 to 39 years	20	14	16	22	16	19	22	14	16	17
40 to 44 years	11	6	7	14	8	10	12	6	7	8
45 to 49 years	7	3	3	9	4	7	8	3	4	4
50 to 54 years	2	1	1	4	1	3	1	1	1	1
55 years or more	1	0	2	1	0	1	1	0	0	0

Table 9 concerns age of appointment to administrative positions in general. Data for the first principalship appointment are presented in Table 10.

TABLE 10

At what age were you appointed to your first principalship?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Under 20 years	0	1	1	1	0	1	1	2	0	1
20 to 24 years	7	10	10	5	9	6	5	12	9	9
25 to 29 years	17	31	27	13	25	22	13	29	28	25
30 to 34 years	25	28	27	25	27	26	23	27	28	27
35 to 39 years	21	16	18	21	18	19	22	17	17	18
40 to 44 years	15	8	9	20	10	14	17	8	10	11
45 to 49 years	8	4	5	10	6	7	11	4	4	6
50 to 54 years	5	1	2	4	3	3	6	1	2	3
55 years or over	2	0	1	5	1	2	2	1	1	1

Once again, it is seen that the majority of principals were appointed reasonably young (median age between 30 and 34), and that principals in the Southeast were first appointed at a somewhat younger age. The close correspondence between Table 9 and Table 10 suggests that the first administrative position for many principals was in fact a principalship. Data presented in detail in Table B10 (Appendix B) show that on the average principals of large schools (1,000 or more) were appointed to their *first* principalship about four years later in life than principals of small schools (less than 250). These supplementary data also show that principals with less experience (generally younger, see Table B3) were appointed to the first principalship four years later in life than principals with more experience (generally older).

Information about the total number of principalships held is presented in Table 11 (see also Table B11).

It should be particularly noted that the number of principalships listed in Table 11 includes the present principalship. Thus, in the total sample of principals, 48% chose the alternative "one principalship," meaning that 48% of the principals have held only their present principalship. The pattern presented in Table 11 indicates that principals do relatively little moving from one position to another: about 90% of the principals have held three or fewer principalships. The pattern of relatively few principalships is particularly marked in the Northeast and for independent schools, where 56% and 58%, respectively, of the principals have held only their present principalship. Principals in the Southeast have moved from one position to another slightly more than principals elsewhere.

TABLE 11

How many principalships have you held, including your present one?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
One	46	49	46	58	46	54	56	44	46	48
Two	27	28	29	24	28	26	27	25	30	28
Three	15	12	14	10	14	11	9	17	14	13
Four	7	6	7	5	7	5	5	10	6	6
Five	2	2	2	2	3	2	2	3	2	2
Six	1	1	1	1	1	1	1	1	1	1
Seven	1	0	1	1	1	0	0	1	0	1
Eight	0	0	0	0	0	0	0	0	0	0
Nine or more	0	0	0	1	0	1	0	0	0	0

Total number of years of experience as a principal is indicated in Table 12 (see also Table B12).

The median number of years' experience is approximately 8 or 9 years. This appears to be fairly standard for all subgroups of principals except in schools in the Southeast, where more than half the principals have had 10 or more years' experience. It should be noted, however, that quite a large proportion of principals have had many years of experience. For example, 15% have had 20 or more years' experience, and one principal in four has had 15 or more years' experience. Once again, the proportion of principals with relatively more experience is higher in the Southeast, where some 35% have had 15 or more years and 23% have had 20 or more years' experience.

Table 13 presents data showing years of experience in the position currently held.

TABLE 12

How many years of experience as a principal have you had in all? Count this year as one year of experience. Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
One year	5	10	7	9	8	8	7	6	9	8
Two or three years	12	16	14	18	14	15	15	10	16	14
Four or five years	12	14	13	16	13	14	14	11	14	13
Six or seven years	11	11	11	13	11	12	12	9	12	11
Eight or nine years	11	9	10	10	10	10	10	9	10	10
Ten to fourteen years	20	16	18	16	18	16	17	19	17	18
Fifteen to nineteen years	12	9	11	9	10	10	10	12	10	10
Twenty to twenty-four years	7	5	7	4	6	6	6	8	5	6
Twenty-five years or more	9	9	10	5	9	9	8	15	7	9

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TABLE 13

How long have you been principal of this school?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
This is my first year	15	19	16	16	16	15	13	15	18	16
This is my second year	13	14	13	16	14	13	12	11	15	14
This is my third year	12	12	11	14	11	13	12	10	12	12
4-5 years	19	17	17	20	18	17	18	16	18	18
6-8 years	17	15	16	15	16	15	16	17	15	15
9-11 years	10	8	9	7	9	8	10	10	8	9
12-14 years	6	5	6	4	5	6	6	7	5	5
15-17 years	4	4	4	3	4	5	4	5	4	4
18 years or more	7	6	7	4	7	7	8	11	5	7

The median number of years of experience in the principal's present assignment for the total sample and for all subgroups is four to five years. Some 75% of the principals have had eight years or less experience in their present position. By comparing data presented in Tables 12 and 13, one can obtain a picture of the stability in employment of the principal. We note (Table 13) that 60% of the principals have been employed in the same position for no longer than five years. These must include, however, 35% of the principals (Table 12) who have had five or less years of total experience as principals; thus, less than half of the principals who have been in their present position five years or less could have had experience in another position. This suggests considerable stability

TABLE 14

For how many years have you been employed full-time in non-educational positions (excluding military service)?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
None	57	49	49	68	51	58	58	51	52	52
One or two years	18	21	22	12	21	16	16	20	21	20
Three or four years	11	15	13	9	12	11	12	12	12	12
Five or six years	6	7	7	4	7	5	7	7	6	6
Seven or eight years	3	4	4	1	4	3	3	3	4	3
Nine or ten years	1	2	2	1	2	1	2	1	2	2
Eleven or twelve years	2	1	1	1	1	2	1	2	1	1
Thirteen or fourteen years	1	1	1	1	1	1	1	1	1	1
Fifteen years or more	1	3	2	2	1	3	2	2	2	2

in employment. Furthermore, of those principals who have had nine or more years of total experience (*High* group in Table B13), only about one-third have held their present position for less than five years and only 7% are in their first year.

The final characteristic of principals to be considered in this section is the number of years they have been employed full time in positions outside of education. Note that military service was specifically excluded. Pertinent data are shown in Table 14 (see also Table B14).

These data clearly indicate that most principals have had little full-time experience in noneducational settings. The majority have had *no* such experience and only 15% have had more than four years. Compared to the total sample of principals, those in urban schools, in independent schools, and in the Northeast have had less noneducational work experience.

Preparation and Training of the Principal

Data presented thus far have dealt generally with the background and experience of the principal. The focus in the next 16 tables will be more narrowly on his formal educational preparation. It deals with what type of high school and college the principals have attended, what type of course work they have completed, and the nature of the preparation they consider to be valuable for a beginning principal. The first data to be presented bears on the type of high school from which the principal was graduated (Table 15 and Table B15).

Table 15 shows that 83% of the principals graduated from public high schools and that 14% graduated from schools having religious affiliation. The proportion of principals who graduated from a school with religious affiliation is notably higher in urban areas and in the Northeast and is considerably smaller for principals in small towns and rural areas. The proportion of principals who graduated from public high schools is higher among principals of public high schools. It should be kept in mind that religiously affiliated secondary schools tend to be concentrated in urban areas and in the Northeast, and these results strongly suggest that principals tend to assume principalships in the same type of high school from which they graduated.

TABLE 15

Which of the following categories best describes the high school from which you graduated?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Public	74	90	94	51	88	62	74	84	85	83
Parochial or diocesan	9	3	1	15	4	9	9	3	5	5
Private, religious affiliated	14	5	3	30	6	22	13	10	8	9
Private, not religious affiliated	3	1	2	[illegible]	1	6	4	2	1	2
Other	0	1	0	1	0	1	0	1	0	1

Table 16 shows data pertaining to the highest degree earned by the principals (see also Table B16).

The overwhelming majority of principals have at least a master's degree. Only 10% have a bachelor's degree or less. More than half of the principals have done graduate work beyond the master's degree. There is a tendency for principals of urban schools to have had more graduate work, and the same holds true for Northeastern principals. Principals in the Southeast and in small town and rural areas have somewhat less graduate work. These differences notwithstanding, the overall picture which emerges is that of relatively extensive formal preparation. Three percent of American high school principals possess a doctoral degree, and an additional 6% have completed the necessary course work for such a degree.

TABLE 16

What is the highest earned degree you hold?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
No college degree	0	0	0	1	0	1	1	0	0	0
Bachelor's degree or four-year teachers college degree	5	13	9	13	9	13	9	8	11	10
Master's degree in education	29	40	37	25	36	31	25	43	37	35
Master's degree in field other than education	5	3	2	11	3	8	6	3	3	4
Master's degree plus some additional graduate work	44	39	41	39	42	36	42	40	41	41
Master's degree plus all course work for a doctoral degree	8	3	6	4	6	5	10	4	5	6
Doctor of Education	4	0	2	1	2	2	4	1	2	2
Doctor of Philosophy	2	0	1	4	1	3	3	1	1	1
Some other degree	1	0	0	2	0	1	1	0	1	1

Information regarding the type of undergraduate college or university attended is shown in Table 17 and in Table B17.

Overall, 27% of the principals did their undergraduate work at a private, religiously affiliated college, 25% at a public teachers college, and 22% at a public university. On a relative basis, a smaller proportion of urban and North-

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eastern principals attended public institutions of higher learning. Relatively few principals of independent schools attended public higher educational institutions. Principals outside the Northeast and Southeast region attended public teachers colleges in relatively greater proportion. There are obviously strong regional differences in the type of undergraduate college attended by high school principals. It is also worth noting that although only 14% of the principals attended high school having religious affiliation (Table 15), 34% received their undergraduate college education in religiously affiliated institutions.

TABLE 17

Which of the following best describes the college or university where you did your undergraduate work? Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Public university	20	24	26	8	24	15	14	24	25	22
Public teachers college	15	32	30	4	28	16	18	22	30	25
Public college, not primarily a teachers college	6	10	[illegible]	[illegible]	8	8	4	13	8	8
Private teachers college	1	1	1	1	1	1	1	1	1	1
Private college, religious affiliated	31	22	22	49	25	33	27	29	26	27
Private college, not religious affiliated	6	3	4	7	4	7	12	3	2	4
Private university, religious affiliated	10	5	4	20	6	11	11	5	7	7
Private university, not religious affiliated	7	3	4	7	4	7	13	2	2	5
Some other type of college or university	0	0	0	1	0	1	1	0	0	0

Information about the undergraduate majors of principals is presented in Table 18 (see also Table B18).

We see that 29% of the principals majored in the humanities, 18% in the physical sciences, and 14% in the social sciences. Twelve percent of the principals majored in education and 11% in physical education. These figures make clear that the typical educational pattern includes some form of an undergraduate liberal arts concentration. Principals, by and large, have postponed professional preparation until later. The proportion of principals majoring in the humanities is particularly large in urban areas, in the independent

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TABLE 18

In which of the following areas did you major as an undergraduate? If you had a major in more than one area, choose the one in which you had the most hours. Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Humanities (e.g., literature, history, etc.)	38	22	23	56	26	41	40	26	26	29
Physical or biological sciences	17	18	19	11	18	14	18	20	16	18
Social Sciences (e.g., economics, sociology, anthropology, etc.)	13	15	15	7	14	11	10	15	15	14
Fine Arts	2	2	2	3	2	2	3	2	3	2
Engineering	2	1	2	1	1	2	2	1	1	2
Business	4	8	7	3	7	4	5	5	7	6
Physical Education	7	14	13	2	12	5	6	9	13	11
Education (other than Physical Education)	11	13	12	12	12	14	11	16	11	12
[illegible]	6	7	7	6	7	6	5	6	7	7

schools, and [illegible] Northeast and relatively small, compared to the total sample, among principals of public high schools.

TABLE 19

In which of the following areas did you minor as an undergraduate? If you had a double minor, choose the one in which you had the most hours. Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Humanities (e.g., literature, history, etc.)	31	20	21	44	23	33	32	22	24	25
Physical or biological sciences	17	21	21	10	20	14	17	20	20	19
Social Sciences (e.g., economics, sociology anthropology, etc.)	18	19	19	14	19	16	16	19	19	18
Fine Arts	2	3	2	3	2	3	2	2	2	2
Engineering	2	1	1	1	1	1	2	1	1	1
Business	2	3	3	2	3	2	2	2	3	3
Physical Education	5	9	8	1	8	4	2	6	9	7
Education (other than Physical Education)	16	15	15	17	15	18	19	19	13	16
Other	7	9	9	8	8	8	8	9	8	8

Similar results were obtained in regard to undergraduate minors as is shown in Table 19 (see also Table B19).

We see that 25% of the principals minored in the humanities, 19% in the physical sciences, 18% in the social sciences, 16% in education, and 7% in physical education. Once again, the proportion of principals who minored in the humanities was higher in urban areas and in the Northeast and lower for principals of public high schools. These results strongly suggest that independent high schools attract principals who have majored or minored in the humanities to a greater extent than do public high schools. The data contained in Tables 18 and 19 also seem to contradict the occasional accusation of overspecialization in the preparation of American high school principals.

Data showing the graduate majors of principals are presented in Table 20 (see also Table B20).

TABLE 20

What is your major field of graduate study? Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Educational administration and supervision	64	75	77	36	74	52	60	77	71	70
Secondary education	13	11	11	14	11	13	13	10	12	12
Physical education	1	2	1	0	1	1	1	2	1	1
Some other educational specialty	4	3	3	7	3	6	5	3	3	3
Humanities or Fine Arts	12	3	3	39	5	18	13	4	6	7
Sciences or Engineering	2	2	2	4	2	3	3	1	2	2
Business	1	1	1	1	1	1	1	0	1	1
Other	2	1	1	5	1	3	2	1	1	2
I have done no graduate work	1	2	1	3	1	3	2	1	1	1

A great majority of senior high school principals indicated educational administration as their graduate major. Most of the rest majored in "secondary education." This confirms the trend suggested in the two previous tables for principals to postpone their professional training for the principalship to the graduate level. Only a small minority majored in physical education at the graduate level (or at the undergraduate level, see Table 18). Other than education, the areas of graduate study most frequently mentioned were the humanities and fine arts. Principals with graduate majors in the humanities and fine arts are disproportionately found among urban schools, independent schools, and schools in the Northeast.

Data pertaining to the total number of undergraduate and graduate education courses taken by the principals are presented in Table 21 and in Table B21.

TABLE 21

About how many undergraduate and graduate education courses have you had?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
1 to 3 courses	2	1	0	7	1	5	4	1	1	2
4 to 6 courses	3	2	2	7	2	6	5	4	1	3
7 to 9 courses	5	5	4	10	4	7	6	5	4	5
10 to 12 courses	9	12	10	12	10	13	11	10	10	10
13 to 15 courses	12	17	15	14	15	13	12	17	15	15
16 to 18 courses	14	17	17	12	17	12	14	14	17	16
19 to 21 courses	13	16	16	9	16	11	12	15	16	15
22 to 24 courses	10	9	10	6	10	7	7	10	10	9
25 courses or more	30	21	26	21	26	23	28	25	24	25

As would be expected from the fact that the majority of principals have considerable graduate work in education or administration, fully half of the principals in the United States have taken 19 or more undergraduate and graduate courses in education. Principals in urban high schools have taken, on the average, slightly more education courses than principals from rural high schools. Principals in public high schools have taken more courses in education than principals in independent high schools.

Data dealing with differential study of various educational specialties are presented in Table 22 (see also Table B22).

It should be noted that since this table concerns principals who have had *one or more courses* in each subject matter area, the figures shown are the percents of principals choosing for each question both the alternative "one or more courses," and the alternative "two or more courses." The most frequently taken courses are psychology of learning (taken by 94% of the principals), secondary-school organization (93%), curriculum development (91%), child and adolescent development (89%), and tests and measurement (88%). Courses which were taken less frequently are vocational education (taken by 42% of the principals) and theology and religious education (40%). However, a course or more in theology or religious education was included substantially more often by principals of urban high schools and particularly by principals of independent schools.

There are several noteworthy subgroup differences in Table 22. Urban principals included in their preparation courses in school finance and budgeting less frequently than did small town and rural principals. Urban principals tended to be more interested in courses in research methodology than small town and rural principals. Principals in the Southeast and independent school principals have preparation in school law notably less frequently than other principals.

TABLE 22

(Paraphrased) In which of the subject matters listed below have you had one or more courses?

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
School law	55	52	57	30	56	39	50	41	58	52
School finance and budgeting	65	70	74	37	72	50	55	68	73	68
Secondary school organization	92	93	96	78	95	84	89	95	95	93
Curriculum development	91	90	94	77	95	82	85	92	93	91
Research methodology	72	66	70	62	70	60	63	66	71	68
Tests and measurements	88	88	89	81	89	82	87	87	89	88
Psychology of learning	94	94	95	88	95	89	93	92	95	94
Vocational education	42	42	43	24	43	37	38	39	44	42
Counseling and guidance theory and practice	85	83	85	77	85	77	81	77	88	84
Child and adolescent development	90	88	91	82	91	82	86	90	90	89
Theology and religious education	46	35	31	87	37	54	41	39	40	40

*Entries are the percent choosing alternatives 2 (One course devoted to this subject) and 3 (Two or more courses devoted to this subject).

Relatively fewer principals in the Northeast, perhaps because of the concentration of religiously affiliated schools in this region, have taken courses in school finance and budgeting, secondary school organization, and curriculum development. Principals in the Southeast have preparation in counseling and guidance theory and practice somewhat less often than principals in other regions of the country.

The data shown in Table 22 concern the courses actually taken by the principals. Another important question has to do with the perceived value of the various educational subjects for the beginning secondary school principal. Presumably their recommendations reflect their experience as principals. The responses to these questions are shown in Table 23 (see also Table B23).

Course subjects believed to be "absolutely essential" by at least 40% of the principals include supervision of instruction, personnel administration, human relations, secondary school organization, curriculum development, and administrative theory and practice. Courses believed to be relatively less essential include plant design and maintenance, history of education, research methodology, vocational education, social context of contemporary education, political science, and comparative education. In short, it appears that courses that are

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directly related to the principal's job as an educational administrator are considered to be more essential than those that treat education more broadly. Southeastern and rural principals consider courses in school business and financial management to be somewhat more important than do the other principals. Urban principals attach relatively greater importance to philosophy of education as do principals of independent schools. Compared to others, urban principals and independent school principals also see greater value in psychological subjects (general psychology, psychology of learning, etc.) The overall pattern in Table 23, however, is one of considerable consensus among subgroups of principals with respect to the types of courses believed to be important in the preparation of the high school principal.

TABLE 23

(Paraphrased) Below are listed courses which either are or could be taught in schools of education. Which of them do you consider to be absolutely essential for a beginning secondary school principal?

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Administrative theory and practice	42	40	42	37	41	40	41	44	40	41
Plant design and maintenance	7	9	9	4	9	6	5	10	9	8
General psychology	28	21	22	24	24	27	25	25	24	24
Public relations	30	36	35	27	33	34	27	36	35	33
Philosophy of education	35	23	26	43	27	35	32	31	26	29
Secondary school organization	45	39	42	41	42	43	42	47	40	42
Curriculum development	44	39	43	36	42	40	43	40	41	41
Counseling and guidance theory and practice	23	19	20	24	20	23	20	21	21	21
Planning, scheduling, extracurricular activities	34	31	33	22	32	27	29	35	31	31
School business management	23	29	28	19	26	25	18	33	26	26
Personnel administration	50	46	50	41	49	43	49	45	49	48
Tests and measurements	18	16	16	22	16	18	16	16	17	17
Community relations	25	28	28	18	27	25	21	32	27	26
Comparative education	6	5	6	5	5	8	6	7	5	6

TABLE 23 (Contd)

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
School Law	29	35	34	24	33	29	32	29	33	32
Human relations	49	41	45	44	45	46	47	47	43	45
Psychology of learning	38	28	32	37	32	33	35	34	31	32
History of education	6	5	6	6	6	6	3	3	5	6
Research methodology	6	7	8	5	7	7	8	9	7	7
Supervision of instruction	59	54	58	47	58	59	59	61	53	56
Vocational education	4	4	4	2	4	4	4	4	4	4
Child and adolescent development	41	34	39	47	37	48	40	35	37	37
Social and economic context of contemporary education	9	7	8	8	8	8	7	10	7	8
Political science	4	5	4	3	4	4	3	4	5	4
School finance and budgeting	28	34	31	20	30	35	25	37	31	31

*Entries are the percent of principals' choosing alternative 1 (absolutely essential).

Data bearing on the experience of high school principals in various kinds of educational positions are presented in Table 24 (and also in Table B24).

It should be noted that the figures in this table are the percentages of principals who have had one full year or more of experience in each position; entries are the sums of the percents of principals choosing alternatives three (one year) four (two years), and five (three or more years). Experience as an athletic coach or athletic director is reported by 56% of the principals; 48% report guidance experience. Experience as an elementary school principal and in elementary school teaching is reported by 38% and 33% of the principals respectively, but elementary teaching experience is noticeably more prevalent among principals of independent schools and those in the Southeast. Coaching is more frequently in the background of small town and rural principals, principals outside of the Northeast, and principals of public schools. On the other hand, principals in cities, of independent schools, and in the Northeast much more often had experience as a counselor or in other guidance work. Urban principals and those of independent schools more

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TABLE 24

(Paraphrased) In which of the following kinds of positions have you had one full year or more of experience?

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Elementary school principal	32	42	38	35	37	40	25	63	33	38
Athletic coach and/or director	49	61	61	31	58	47	49	57	57	56
College administrator	5	2	2	11	2	8	4	1	3	3
Counselor, other guidance work	53	45	45	72	46	56	53	31	51	48
Secondary-school dean	28	12	16	31	17	25	22	12	20	19
Secondary-school registrar	18	17	15	29	16	23	16	15	20	18
Elementary school teacher	33	32	29	50	31	38	28	38	32	33
College teacher	21	7	9	31	11	20	18	11	12	13

*Entries are the percent of principals choosing alternatives 3 (one year), 4 (two years), and 5 (three or more years).

frequently have had experience as a secondary school dean, a finding which may, in part, be due to the larger size of city schools and the greater likelihood of deans. Urban principals and principals of independent schools have also more often had experience in college teaching. These data should be interpreted in light of the additional data to be presented in Table 25, which concerns the principal's chief assignment immediately prior to his appointment to his first principalship (see also Table B25).

The position most frequently held immediately prior to first becoming a principal was that of a secondary school teacher. This was the pattern for slightly more than one out of three principals in the total sample and for almost one out of two principals of rural or of private schools.

Twenty-two percent of the principals moved from the position of assistant or vice-principal. This sequence varied considerably between urban (33%) and rural (13%) principals, no doubt because of the relatively smaller size of rural high schools.

Fourteen percent of the principals moved to their first principalship directly from a position as athletic coach or director, although, as we saw earlier, 56% had had some experience as a coach. The results presented in Tables 24 and 25 seem not to support the popular stereotype that, in choosing a new principal, the school board (or superintendent) turns to the athletic coach. What these data do suggest, instead, is that although over half of the principals have had coaching experience, in the great majority of instances it was likely

TABLE 25

What was your chief assignment immediately prior to appointment to your first principalship?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Assistant or vice-principal	33	13	23	22	24	21	32	16	30	22
Department chairman or area supervisor	5	3	4	6	4	6	3	4	3	4
Superintendent	1	1	1	0	1	1	0	1	2	1
Elementary-school principal	6	8	7	6	7	9	4	12	6	7
Position in district or county office	1	1	1	0	1	1	1	1	1	1
Athletic coach and/or director	7	19	16	3	15	9	5	15	16	14
Secondary school teacher	29	42	36	42	37	35	34	34	38	36
Dean, counseling or other guidance position	7	4	4	9	5	6	7	5	5	5
Other	8	9	9	12	8	13	8	11	9	9

to have been a secondary assignment. Previously it was noted that only a relatively small minority of principals had majored in physical education. Of significance are both the urban-rural and regional differences. The coach-to-principal progression is proportionally about one-third less prevalent among urban, independent, and Northeastern school principals.

Data indicating the total number of years of teaching experience prior to assuming the present principalship are given in Table 26 (and in Table B26). These results suggest that it is an unusual principal who has had less than two years of teaching experience prior to taking his present principalship.

TABLE 26

How many years of teaching experience did you have prior to taking your present position? Do not include years as a full-time administrator or supervisor.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
None	1	3	2	1	2	2	1	2	2	2
1 year	1	3	2	2	2	2	1	3	2	2
2-3 years	7	15	12	6	11	8	6	12	12	11
4-6 years	18	25	24	12	25	16	15	25	24	22
7-9 years	17	18	17	13	18	16	17	18	18	18
10-14 years	22	19	21	20	20	21	24	19	20	21
15-19 years	13	8	11	18	11	13	15	11	10	12
20-24 years	10	5	6	14	7	10	11	6	6	7
25 years or more	8	5	4	16	5	10	10	4	5	6

Present principals who have taught 25 years or longer are almost as rare. For the total sample, the median number of years of teaching experience is about eight. Urban, independent, Northeastern school principals and principals of schools with other than a comprehensive program tend to have taught more, the median falling within the category of 10 to 14 years. Approximately 60% of the principals have had between four and 14 years of teaching experience.

Table 27 concerns the subject area in which the principal did most of his secondary teaching (see also Table B27).

TABLE 27

In what subject area did you do most of your secondary school teaching? Omit this question if you have done no secondary school teaching.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Art or music	2	2	2	2	1	2	1	1	2	2
Business education	5	8	6	6	7	4	5	2	8	6
English, speech	14	8	8	25	9	18	16	10	10	11
Foreign language	6	2	1	14	2	9	8	3	2	3
Industrial arts, vocational education, agriculture	5	9	8	2	7	7	5	8	7	7
Mathematics or natural sciences	32	34	35	25	34	28	33	36	31	33
Social Sciences	27	25	27	19	27	20	23	27	27	26
Health, physical education, coach	6	10	10	1	9	6	6	9	9	8
Other	2	1	1	5	1	2	2	1	1	1

Mathematics or the natural sciences is the category in which the largest number (33%) of principals reported having done most of their secondary teaching. This is followed fairly closely by the social sciences. Probably reflecting a sex bias, only 11% of the total sample were former English or speech teachers. Greater prevalency of work in the humanities among urban, independent, and Northeastern school principals is apparent in Table 27. In independent schools particularly, principals tend to have a teaching background in language, which contrasts sharply with the science teaching background of public school principals. Note that "omitted" in this table indicates that the principal has done no secondary school teaching.

In Table 28 (and in Table B28) are listed nine types of prior administrative experience in education which could represent valuable preparation for a beginning high school principal. Principals were asked to rank these assignments according to their estimate of the value of each. The rank of one was assigned to the most valuable type of experience. The data presented in this table are the percents of principals assigning a rank of either one, two, or three (i.e., ranking highest) to each type of experience.

By a very large margin, duty as a secondary school vice-principal was judged to be the most important kind of administrative assignment prior to assuming the principalship, with 90% of the principals giving it a rank of one, two, or three. This was followed by secondary-school dean (53%), counselor (44%), elementary school principal (36%), and department chairman or area supervisor (33%).

The rather low value attached to experience as an athletic coach or director is of some significance. Only 11% of the total sample ranked it either one, two, or three in importance. Northeastern (6%) and Southeastern (15%) principals differed appreciably on this matter, as did public (13%) and independent (4%) school principals.

Compared to rural principals, urban principals more frequently valued experience as a department chairman, as a counselor, as a secondary school vice principal, and especially as a secondary school dean. This is probably

TABLE 28

Relative importance attached to various kinds of prior administrative experience as preparation for beginning high school principal.

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Department chairman or area supervisor	36	30	31	42	31	42	46	30	29	33
Counselor, other guidance work	46	43	45	44	45	43	45	45	44	44
Elementary-school principal	35	42	36	36	35	42	26	50	35	36
Secondary-school vice-principal	91	89	91	86	91	84	91	86	90	90
Student activity work, class advisor, etc	12	11	11	14	11	13	10	11	12	11
Secondary-school dean	59	49	53	55	54	50	52	58	54	53
Position in district or other central office (e.g., assistant to superintendent, etc.)	17	27	24	15	24	17	20	15	26	22
Service on curriculum committees	11	12	11	14	11	14	14	13	11	12
Athletic coach and/or director	9	13	13	4	12	10	6	15	12	11

*Entries are the percent choosing alternatives 1, 2, 3, (Ranks of one, two, and three).

TABLE 29

What is your opinion of your state's certification requirements governing secondary-school principals with respect to:

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Requirements for teaching experience?										
They should require more teaching experience	25	30	29	22	28	29	28	29	28	28
They should require less teaching experience	1	1	1	2	1	2	2	1	1	1
Requirements for teaching experience are satisfactory as they are	73	68	69	75	71	68	69	70	71	70
Experience in educational administration?										
They should require more experience in educational administration	21	26	26	14	25	19	23	26	23	24
They should require less experience in educational administration	3	2	2	7	2	5	4	3	2	3
Requirements for experience in educational administration are satisfactory as they are	74	71	72	75	73	72	70	70	75	73
Professional course work?										
They should require more professional course work	16	22	21	10	20	17	17	21	19	19
They should require less professional course work	13	9	8	24	9	19	12	9	10	10
Professional course work requirements are satisfactory as they are	71	69	71	65	72	63	70	69	70	70

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because principals of small town and rural schools have had somewhat less experience themselves with these intermediate administrative type positions. On the other hand, small town and rural principals assign much more value to experience in a central or district office position. Principals in the Southeast consider experience as an elementary school principal to be valuable much more frequently than do principals in other regions.

Principals were also asked for their opinion of their state's secondary administration certification requirements respecting teaching experience, experience in educational administration, and professional course work. These data are shown in Table 29 and in Table B29.

About seven principals out of 10 believed that requirements are satisfactory as they currently stand. Almost all the rest felt that requirements should be made *more* extensive. The only noteworthy exception to this pattern was that one principal in 10 was of the opinion that *less* professional course work need be required. These dissenting opinions appear most frequently among principals of independent schools.

Principal's responses to a question about the value of a set of theoretical or "textbook" principles of administration as useful guides for their own day-to-day behavior as a principal will conclude this section (Tables 30 and B30).

TABLE 30

Have you found a set of theoretical ("textbook") principles of administration to be a useful guide for your own day-to-day behavior as a principal?

Response Alternatives	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes	22	27	28	16	27	27	26	32	26	27
No	78	72	70	75	72	71	73	67	73	72

The overwhelming majority report that they have *not* found a set of principles of administration to be of practical value. Variation among subgroups is negligible, except perhaps for a slight tendency for principals in the Southeast to respond positively to this question.

Organization of Senior High Schools

The report has, up to this point, been concerned with the principal *per se*. In a number of the tables shown thus far, we have noted contrasts between urban, independent, and Northeastern school principals on one hand, and the rest of the principals on the other. As we will see, large cities and independent schools tend to be concentrated in the Northeast. To understand the high school principalship, information is needed about the types of schools in which high school principals serve. In this and the following section a variety of descriptive information about American senior high schools will be presented.

The data in Tables 31 through 38 (refer also to Tables B31 through B38) in many instances reflect the manner in which various subgroups and categories (i.e., alternative answers) were defined. The chief value of this material is that it helps to provide a general background for understanding the more detailed information about principals contained in other parts of the report.

TABLE 31

Which of the following categories best describes the senior high school of which you are principal? Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Public	70	92	100	0	91	47	70	88	85	82
Parochial or diocesan	13	2	0	40	6	13	10	4	7	7
Private, religious affiliated	11	3	0	37	3	23	11	4	6	7
Private, not religious affiliated	5	2	0	18	1	14	7	3	2	3
Other	1	1	0	5	0	3	1	1	1	1

We see than 82% of the principals in the total sample serve public high schools, and 14% are principals of high schools with religious ties. The subgroup identified as independent schools contains approximately four-fifths religious affiliation schools, about equally divided between parochial schools and others. Independent, but not religious affiliated, schools make up a very small part (3%) of the total of secondary schools.

A second classification of high schools is presented in Table 32.

TABLE 32

Which of the following types best describes the senior high school of which you are principal?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
General comprehensive high school	75	85	89	42	100	0	73	78	84	80
Vocational high school	2	1	1	1	0	7	3	2	1	1
Academic or college preparatory high school only	20	12	8	51	0	82	21	18	13	16
School for the handicapped	1	0	0	2	0	3	1	0	0	0
Other	2	1	1	3	0	8	2	2	1	2

About 80% of the high schools in the United States are reported by their principals to be general comprehensive high schools. Sixteen percent are described as college preparatory, half of which are independent schools. These college preparatory schools, as expected, are less frequently found in the rural areas and in the West.

A breakdown of schools according to coeducational, for boys only, or for girls only is presented in Table 33.

TABLE 33

Which of the following best describes the senior high school of which you are principal?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
For boys only	9	3	2	25	2	21	11	4	4	6
For girls only	9	1	0	26	2	15	10	3	4	5
Coeducational	81	95	98	49	95	64	78	93	92	89

The tabulations show that approximately 90% of the high schools in the United States are coeducational and that those remaining are roughly equally divided between girls' schools and boys' schools. We note that almost all (98%) of the *public* high schols are coeducational although slightly less than one-half of the independent schools enroll both boys and girls. High schools for one sex alone are concentrated in the cities and in the Northeast.

Data concerning the grade-level organization of the schools whose principals returned questionnaires are outlined in Table 34.

TABLE 34

What grades are included in the school of which you are principal?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Kindergarten-12	5	11	8	12	7	13	11	4	9	8
1-12	6	27	18	13	17	20	5	39	14	17
7-12	14	23	21	9	20	14	27	17	17	19
8-11	0	0	0	0	0	0	0	0	0	0
8-12	6	6	6	7	6	6	4	11	5	6
9-12	43	29	31	55	35	38	36	19	41	35
10-12	24	3	15	1	14	4	14	9	13	12
11-12	0	0	0	0	0	0	0	0	0	0
Other	2	1	1	3	1	3	1	1	1	1

The 9-12 pattern is the one most frequently reported (35% of the principals), especially for independent schools (55%). One high school in four is combined with an elementary school. Another one-quarter is combined with the grades that would usually be considered as junior high school (grades 7 and 8). As expected, schools that combine the senior high grades with other grade levels are more often located in small towns and rural areas (61% compared with 25%). High schools comprised of grades 10, 11, and 12 are disproportionately prevalent in the cities and outside of the Southeast.

Data bearing on the size of high schools are presented in Table 35. Somewhat more than one-third of the principals serve schools with fewer

TABLE 35

How many senior high school students were there in the school of which you are principal as of October 1, 196?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Fewer than 150	12	38	24	39	23	42	19	27	30	27
150-249	8	24	16	20	16	20	13	17	18	16
250-499	16	27	22	21	23	18	23	25	21	22
500-749	16	8	12	9	12	7	14	13	9	11
750-999	12	2	7	3	7	4	10	6	6	7
1,000-1,499	16	1	9	4	9	4	12	7	7	8
1,500-1,999	9	0	5	1	5	2	6	3	4	4
2,000-2,999	8	0	4	0	4	1	4	2	4	4
3,000 students or more	2	0	1	0	1	1	1	0	1	1

than 250 senior high school students. Another third are principals of schools enrolling betwen 250 and 750 senior high school students. Smaller schools tend to be rural, independent, located in the Southeast, and, more frequently than large schools, offer other than a comprehensive program. Overall, the median number of senior high school students is about 325. While many of the smaller schools in Table 35 may also have junior high or elementary grades, it is nonetheless quite apparent that most high school principals in America are principals of small schools.

The geographical distribution of high schools in the United States is indicated in Table 36.

TABLE 36

In which geographical region is your high school located?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
New England	9	4	5	12	6	9	28	0	0	6
Mideast	22	11	14	25	15	22	70	0	0	16
Southeast	19	24	23	14	21	28	0	100	0	22
Midwest	28	40	35	30	37	23	0	0	62	35
Southwest	7	10	10	9	5	9	0	0	16	9
Rocky Mountains	3	4	4	2	4	3	0	0	6	4
Far West	11	5	8	8	8	7	0	0	14	8
Non-contiguous States	1	1	0	1	1	1	0	0	1	1
Other	1	0	0	2	0	2	0	0	1	1

These data show that more high schools are located in the Midwest than in any other area, and that the next most frequent category is the Southeast followed by the Mideast. This distribution, of course, is due to the geographical distribution of the population of the United States and the specific definition of the regions used in the survey.

Data with respect to the size of the community in which the high school is located are presented in Table 37.

TABLE 37

Which of the following population categories best describes the location of the senior high school of which you are principal?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
City of more than 1,500,000 population	8	0	2	12	2	10	6	0	3	4
City between 250,000 and 1,499,999 population	16	0	4	20	5	15	7	7	7	7
Urban area between 5,000 and 249,999 population	76	0	32	43	35	32	48	32	30	34
[illegible] town below 5,000 population	0	61	38	13	36	23	21	32	39	34
Rural	0	39	23	10	22	19	18	29	21	21

Eleven percent of the high schools in the United States are located in cities with 250,000 or more inhabitants. More than half the schools are located in communities of less than 5,000 population. Independent high schools tend to be located in the more populated areas; i.e., less than one-quarter are in communities of less than 5,000 population.

Data presented in Table 38 indicate that the pupils attending grades 9 to 12 in schools are most frequently described as coming from small town or farming areas, and are next most frequently reported as coming from urban residential and suburban residential areas.

TABLE 38

Pupils attending grades 9-12 in your school come from areas which are best described as primarily:

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Urban residential	28	3	12	22	13	19	16	11	14	14
Urban industrial	7	1	4	4	4	2	6	3	3	4
Urban commercial	2	0	1	2	1	1	2	1	1	1
Suburban residential	26	4	13	20	14	16	22	11	12	14
Suburban industrial or commercial	3	1	2	1	2	2	4	2	1	2
Scattered over the entire city (larger than 5000 people)	25	1	9	21	11	15	13	13	11	12
Small town (under 5000 people)	2	35	23	7	22	13	16	19	22	20
Rural-farm	2	51	35	5	38	20	15	36	33	29
Students are resident students--cannot estimate	4	3	1	15	1	13	5	3	3	4

About half of the secondary schools serve students from small towns or rural-farm areas. Independent schools, however, tend to serve urban and suburban students.

Some Qualitative Characteristics of Senior High Schools

Information concerning average per-student expenditure for instructional purposes during the previous school year is presented in Table 39 (see also Table B39).*

Approximately 60% of the principals reported that the expenditure in their high school was between $200 and $600; 13% reported that the figure was more than $600; 14% reported less than $200. Principals in the Northeast more frequently reported expenditures above $600; principals in the Southeast more frequently reported that less than $200 had been spent per student. Specifically in the Southeast, nearly four principals in 10 reported a figure of less than $200. It is also interesting to note that independent schools contrast with public schools by the tendency for expenditures to be at one extreme or the other of the distribution. Thus, although 18% of the independent schools

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* See Footnote, page B19.

TABLE 39

What was the average per-capita expenditure for instructional purposes for each senior high student in your school last year? Choose only one answer.

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Less than $30 per year	2	4	3	5	3	5	2	10	2	3
$30 to $99 per year	6	6	4	13	5	9	5	10	5	6
$100 to $199 per year	9	8	6	19	8	11	6	16	6	8
$200 to $299 per year	14	17	15	15	16	14	6	32	13	15
$300 to $399 per year	20	20	22	11	22	14	15	17	23	20
$400 to $499 per year	17	14	17	6	17	10	21	4	17	15
$500 to $599 per year	12	10	12	6	12	8	16	1	12	11
$600 to $699 per year	7	6	7	4	6	6	9	1	7	6
$700 per year or more	8	7	6	14	5	17	14	2	7	7

as compared with 7% of the public schools report expenditures less than $100, 14% of independent schools as compared with 6% of public schools report expenditures of $700 or more.

Data concerning the age or newness of high school buildings are presented in Table 40 and in Table B40.

TABLE 40

About how old is the main building of your school plant?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Less than five years old	19	14	17	15	17	15	19	13	17	16
5-14 years old	30	26	29	23	29	22	24	37	26	28
15-39 years old	29	37	35	25	34	32	32	37	32	33
40-49 years old	11	15	13	14	13	13	10	7	17	13
50 years or more	11	8	6	22	7	17	16	6	8	9

Forty-four percent of the principals reported that their main school building was constructed in the last 14 years. One can gain an idea of the large numbers of relatively *new* high schools in which principals serve. On the other hand, the main building at one out of four high schools is more than 40 years old. Urban and Northeastern areas tend to have both more *new* high schools and *older* high schools. Independent schools tend to be housed in older buildings.

Information about the number of books in high school libraries is given in Table 41 (see also Table B41).

The median number of books is approximately 4,000. Urban high schools, of course, have relatively larger libraries, probably because these schools are larger (see Tables 35 and B35). Northeastern high schools and independent schools tend also to have relatively more volumes in their libraries.

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TABLE 41

About how many books does your school have in its library?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Less than 600	1	3	3	2	2	4	3	1	3	2
600 to 999	2	7	5	2	4	5	3	3	5	4
1,000 to 1,499	2	10	7	5	6	8	6	5	7	6
1,500 to 1,999	3	12	8	6	8	8	4	9	9	8
2,000 to 2,999	8	22	16	15	15	19	10	19	16	16
3,000 to 4,999	20	26	23	27	25	15	20	26	23	23
5,000 to 7,499	27	14	19	23	20	18	25	21	17	20
7,500 to 9,999	18	3	9	11	10	8	14	8	8	10
10,000 or more	18	1	9	5	9	10	12	5	9	9

Principals were asked whether or not their schools operated on a year-round basis. Their responses are summarized in Table 42 (see also Table B42).

Overall, approximately one-fourth of the high schools in the country operate on a year-round basis. There is marked urban-rural difference. In small town and rural areas, 12% operate the year around; in urban areas almost half (43%) of the high schools operate throughout the year. Only 1% of the principals report truly continuous ~~year-round~~ operation of a sort presumably analogous to the quarter system in higher education. Much more frequent, especially in city schools, are voluntary programs for special groups of students (the "gifted," those requiring remedial work, etc.).

TABLE 42

Does your school operate on a year-round basis?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Yes, student and staff vacations are staggered through the year	2	1	1	3	1	3	2	2	1	1
Yes, we operate a voluntary summer remedial, enrichment or acceleration program	41	11	25	25	25	25	25	23	25	25
No, mainly because facilities prohibit (e.g., lack of air conditioning)	5	6	5	6	5	6	4	6	6	5
No, all other reasons	52	82	69	66	69	66	66	70	68	69

Percentages of senior high school students enrolled in each of six types of curricula are contained in Table 43 (see also Table B43).

Well over half of the principals reported that the preponderance of their students are following programs geared to college admission. "College prep oriented" schools are proportionally more frequent among independent schools and in schools located in urban areas and in the Northeast.

TABLE 43

About what percentage of your senior high students are in each of the kinds of programs listed below?

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
College preparatory										
Less than 10%	5	8	7	4	6	9	[illegible]	9	6	6
10% to 34%	15	[illegible]	33	10	33	13	24	36	29	29
35% or more	77	53	59	85	61	77	72	54	64	64
Business and/or distributive education										
Less than 10%	34	35	30	56	27	66	27	41	34	34
10% to 34%	56	56	62	31	64	25	57	51	58	56
35% or more	9	7	7	11	9	6	14	6	6	8
Industrial, trade, vocational										
Less than 10%	61	62	57	87	58	50	67	67	59	62
10% to 34%	31	33	37	7	37	40	26	27	36	32
35% or more	[illegible]	4	4	3	3	7	4	5	4	4
Diversified cooperative education										
Less than 10%	91	91	91	94	91	93	93	92	91	92
10% to 34%	4	5	5	2	5	[illegible]	2	5	6	5
35% or more	1	1	1	0	1	1	0	1	1	1
Agricultural										
Less than 10%	93	69	77	94	78	88	90	75	78	80
10% to 34%.	4	26	19	2	18	7	6	20	19	16
35% or more	1	3	2	0	2	2	1	3	2	2
General diploma (not one of above)										
Less than 10%	52	39	40	70	39	68	50	40	45	45
10% to 34%	31	29	32	18	33	15	33	26	30	30
35% or more	15	29	26	9	25	14	14	32	23	23

*Entries for this table are as follows: Percent of principals choosing alternatives:

Less than 10%	1 and 2
10% to 34%	3 and 4
35% or more	5, 6, 7, 8, and 9

Schools with strong business or distributive education emphases are also more common in the Northeast. High schools with agricultural programs are, of course, more common in small town and rural areas and outside of the Northeast. Schools with strong vocational programs appear to be reported in somewhat greater proportion in the West, rather than in the East where one might expect, or perhaps *should* expect (if there is a greater demand for vocationally trained personnel in areas of industrial concentration). The general diploma program is popular in small town and rural areas and in the Southeast; it is least evident in the Northeast.

Estimates of the percentage of students in the graduating class going on to college are presented in Table 44 and in Table B44.

TABLE 44

About what percentage of the students in your graduating class last year went on to college?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Less than 5%	3	3	3	4	2	7	4	4	2	3
5% to 9%	2	4	3	2	3	4	2	6	3	3
10% to 19%	4	12	10	3	9	6	7	14	8	9
20% to 29%	9	20	17	6	16	9	16	15	14	15
30% to 39%	17	24	24	8	24	9	19	21	21	21
40% to 59%	28	23	27	16	28	13	23	20	28	25
60% to 79%	19	8	12	19	13	13	13	10	14	13
80% to 94%	8	3	3	17	3	16	7	3	5	5
95% or more	7	2	0	23	0	21	8	3	3	4

The principals of about half of the high schools in the country reported that 40% or more of the students in their last graduating class went on to college. The percentage of schools with high proportions of students going to college is larger in urban areas, in the independent schools, and in schools offering other than a comprehensive program; it is lowest in the Southeast.

Data regarding dropout rates are presented in Table 45 (see also Table B45).

TABLE 45

About what percentage of all pupils who enter the first year of senior high at your school drop out before graduation? (Do not include pupils who transfer in your calculations.)

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
None	12	5	3	34	4	26	13	5	8	8
Less than 10%	52	56	54	54	55	50	56	37	60	54
10%-24%	26	28	31	8	29	15	22	34	26	27
25%-35%	7	7	8	2	7	4	4	15	4	7
35% or more	3	3	4	1	3	3	2	8	2	3

In 62% of the high schools in the country less than 10% of the students drop out prior to graduation, and in only 10% of the high schools did 25% or more of the students drop out prior to graduation. It should be noted, of course, that these figures apply to schools and not to students. In other words, it is well known that substantially more than 10% of the high school students in the United States drop out prior to graduation (the overall dropout rate is roughly 30%). This must mean that a relatively large number of students are attending the relatively small proportion of high schools where the dropout rate is high. The comparisons of subgroups in Table 45 indicate that the dropout rate is much higher for public high schools than for independent schools and substantially higher in high schools in the Southeast.

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Table 46 (and Table B46) presents the percentages of senior high school students who are taking remedial work in reading and/or English.

TABLE 46

What percentage of your senior high students are taking work in remedial reading and/or remedial English?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
None	28	52	41	42	40	45	36	45	42	41
1% -5%	40	27	33	36	33	32	39	29	32	33
6%-15%	24	15	20	14	20	15	19	20	19	19
16% or more	7	5	6	8	6	7	4	7	7	6

Principals of about 40% of the high schools in the United States report that none of their students are taking remedial work in reading or English. Remedial work in reading and English is most common in urban areas and in the Northeast, which may be more an indication of the ability of schools in these areas to provide such work rather than an indication of greater need for remedial work. Again, the distinction between students and schools is important; these data should not be interpreted as proportions of high school students taking remedial work.

In Table 47 are data concerning the level of education most representative of high school teachers, as reported by their principals (see also Table B47).

TABLE 47

Which level of education is most representative of teachers new to your school within the last five years?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Bachelor's degree or no college degree	67	88	82	58	81	68	66	88	79	78
Master's degree	32	12	17	41	19	31	33	11	20	21
Master's degree plus 30 or more graduate hours	1	0	1	1	1	1	1	0	0	1

The modal or typical degree level of recently hired high school teachers nationwide is the bachelor's degree. About one school in five employs a predominance of teachers with masters' degrees. The percentage of schools employing master's-level teachers is notably higher in urban areas and in the Northeast and markedly lower in the Southeast. The proportion of schools employing master's-level teachers is definitely lower for public high schools as compared to independent schools, and for schools offering a comprehensive program as compared with those that do not. As has been shown in Table 32, these latter schools predominantly offer programs only in the academic or college preparatory areas.

The proportion of men teachers in the high schools is given in Table 48 and in Table B48.

Overall, in 36% of the high schools less than half of the teachers are men, or, conversely, in about two-thirds of the schools men teachers outnumber women teachers. Geographical differences, however, are so marked as to

TABLE 48

About what proportion of your full-time senior high teachers are men?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Less than 10%	10	1	1	39	8	20	10	8	5	1
10%-19%	3	2	2	5	2	3	3	6	[illegible]	3
20%-29%	4	5	4	3	4	5	3	10	1	4
30%-39%	8	10	5	6	9	5	9	11	9	8
40%-49%	11	14	17	8	14	10	13	22	11	14
50%-59%	22	20	24	6	24	11	25	17	21	21
60%-69%	20	21	24	5	23	10	20	7	26	21
70%-79%	7	14	13	4	10	7	7	3	15	11
80% or more	10	11	8	26	7	27	13	5	12	11

render the national figures almost meaningless. In the Northeast men outnumber women faculty in about 66% of the high schools. In the West, the figure reaches 74%. In the Southeast, men teachers outnumber women teachers in only 32% of the high schools—almost the exact opposite relationship. Independent schools tend toward the extremes of either predominantly men teachers or predominantly women teachers.

Information about high school guidance programs is contained in Table 49.

TABLE 49

Does your school have a guidance program in which one or more persons is officially assigned, part or full-time, to working with individual students? (Mark the response which fits your situation best.)

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Yes	90	69	80	71	80	72	84	80	76	79
No, but we plan to institute a guidance program soon	2	4	3	4	3	4	2	4	3	3
No, and we have no plans for instituting a guidance program in the foreseeable future	0	2	2	2	1	2	1	1	2	2
No, but I as principal assume responsibility for guidance activities at my school	6	21	13	18	13	18	11	11	17	14
No, but we do have a school system counselor who is responsible for guidance activities in my school	1	3	2	4	2	4	2	3	2	2

Overall about eight high schools in 10 have guidance programs. In urban areas, nine schools in 10 have guidance programs, and in small towns and rural areas, the figure is about seven out of 10. Regional variations are minor.

Of interest are the many principals, especially in rural schools and in independent schools, who have themselves assumed the guidance responsibility. This is much more often the pattern, as compared to deployment of a system-wide guidance official in the small town (see Table B49) or rural high schools in which perhaps the designation of a staff member as, say, counselor is not feasible. At any rate, something like one out of five rural high school principals is likely to be directly responsible for guidance activities, a fact which has implications for professional preparation.

Also of significance is the fact that almost all high school principals accept the guidance idea—at least to the point of being able to report some sort of guidance service or plans for such a service at their school in the future. Only 2% report no guidance program and no foreseeable plans for one.

Table 50 presents the principals' responses to a question on whether in recent years the pressure of increasing enrollments has had a detrimental effect on the quality of education at his school (see also Table B50).

TABLE 50

Would you say that in recent years the pressure of increasing enrollments has had a detrimental effect on the quality of education received at your school?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes, considerable effect	13	10	12	5	12	9	12	16	9	11
Yes, but the effect has been rather limited	30	23	27	21	27	22	29	26	25	26
No, there has been no detrimental effect due to increasing enrollments	54	61	56	67	57	62	56	52	61	58
Cannot say	3	6	5	6	4	7	4	6	5	5

Almost two-thirds of the principals are of the opinion that increase in enrollment has not tended to lessen the quality of education received at their schools. On the other hand, one-third of the principals (43% in the cities) report that the pressure of numbers *has* had a detrimental effect in some degree. Public school principals report detrimental effects more frequently than do independent school principals.

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Educational Issues As Seen by Principals

Educational Purposes

American education has undergone close scrutiny in recent years. The facet of this reappraisal, which has probably generated the widest and most passionate interest, has had to do with educational goals. Because of their position of leadership, secondary school principals can seldom ignore this debate about *ends* (even though many may consider the question of *means* to be more meaningful—and capable of solution).

In order to survey principals' opinions about the relative importance of variously suggested educational "goals," they were asked to rank nine statements of goals according to their beliefs about the relative importance of each one. A rank of 1 was assigned to the most important goal, a rank of 2 to the next most important goal, etc. Results are presented in Table 51 (see also Table B51).

TABLE 51

Much has been said and written recently about the tasks of American schools. Please rank the 9 goals ("tasks") below according to your beliefs about their relative importance as educational objectives. Assign a rank of 1 to the goal you consider most important, a rank of 2 to the goal you consider the second most important, etc., until you assign a rank of 9 to the goal you consider least important.

Educational Goal	Rank								
	1	2	3	4	5	6	7	8	9
Acquisition of basic skills (e.g., reading, writing, computing)	52	17	11	7	4	3	3	2	1
Acquisition of basic knowledge	11	36	16	12	9	6	5	3	2
Understanding of the values inherent in the American way of life	8	12	20	16	16	13	7	5	2
Adaptability to a changing world	4	5	8	13	13	15	16	15	11
Physical fitness	1	2	6	8	13	14	14	15	20
Development of the skills and practice of critical intellectual inquiry	10	11	13	15	11	13	12	11	6
Development of sound moral and spiritual values	18	10	14	13	11	10	10	6	5
Development of positive self-concepts and a facility for good human relations	4	8	8	11	15	15	15	17	6
Training in the technical skills to run the country and /or development of appropriate talents (e.g., engineering, scientific)	1	3	3	9	5	7	12	19	43

It should be noted that entries in this table are the percent of the total group of principals who assigned each rank to each goal. For example, 52% of the principals rank the acquisition of basic skills as the most important educational goal. Of considerable interest when viewed with respect to current national employment problems stemming, in part, from rapid technological development is the low regard most principals have for "training in technical skills" as a goal of secondary education. These data are combined and organized by the subgroups of principals in Table 52.

TABLE 52

Relative importance attached to various goals of education.

Educational Goal*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Acquisition of basic skills (e.g., reading, writing, computing)	79	83	82	63	80	74	75	85	78	79
Acquisition of basic knowledge	61	65	65	55	64	57	60	67	62	63
Understanding of the values inherent in the American way of life	40	40	45	26	42	32	38	38	41	40
Adaptability to a changing world	15	19	19	8	17	17	15	18	17	17
Physical fitness	9	12	12	5	11	12	10	15	9	11
Development of skills and practice of critical intellectual inquiry	39	30	32	45	32	41	40	27	35	34
Development of sound moral and spiritual values	47	41	36	82	40	61	50	44	41	44
Development of positive self-concepts and a facility for good human relations	22	20	20	27	20	23	25	18	21	21
Training in the technical skills to run the country and/or development of appropriate talents (e.g., engineering, scientific)	6	7	7	4	7	8	7	9	6	7

*Entries are the percent of principals choosing alternatives 1, 2, and 3 (ranks of 1, 2, and 3).

Overall, the most important goal from the point of view of the principals is the "acquisition of basic skills," which was ranked either 1, 2, or 3 by 79% of the principals. Judged second most important was the "acquisition of basic knowledge," given a rank of 1, 2, or 3 by 63% of the principals. Other goals considered important by a significant number of principals were "development of sound moral and spiritual values" (44%) and "understanding the values inherent in the American way of life" (40%). Goals considered to be relatively less important by principals were "physical fitness," given a rank

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of 1, 2, or 3 by 11% of the principals, and "training in the technical skills to run the country and/or development of appropriate talents" (7%).

Compared to principals elsewhere, principals in the Northeast and principals of independent schools placed relatively greater emphasis on the "development of skills and practice of critical intellectual inquiry" and relatively less emphasis on the acquisition of basic skills and basic knowledge. Principals in independent high schools compared with others attached much greater importance to the development of sound moral and spiritual values and less importance to acquiring basic skills or knowledge, understanding American values, physical fitness, and adaptability to a changing world. Other than these, subgroup differences in the principals' views of educational goals are negligible.

Data concerning principals' opinions on some 12 frequently discussed educational issues, which have implications for the broad question of educational purpose, are presented in Table 53 (see also Table B53).

In general, the weight of opinion is in favor of the principle of universal secondary education: 73% of the principals indicate acceptance. It is, nevertheless, of some interest that nearly one principal in four apparently does not endorse this idea. This principle is better accepted in urban areas, in the Northeast, and by public school principals. Geographical differences on this matter, though not large, may also be of some significance.

TABLE 53

Reactions to broad educational issues.

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Do you accept the principle of universal secondary-school education?	77	70	75	65	75	67	78	66	73	73
In general, are you in favor of Federal aid to public secondary schools?	68	66	68	66	67	66	72	70	64	67
In general, are you in favor of Federal aid to private and religious secondary schools?	25	17	14	50	17	15	29	20	17	21
Do you agree with the recent Supreme Court decisions concerning compulsory prayer and Bible reading in the public schools?	36	34	38	17	36	37	29	38	36	34
Are there regular religious observances at your school (e.g., prayer, Bible reading, etc.)?	42	36	25	87	30	59	40	69	25	36

TABLE 53 (Contd)

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Do you agree with recent Supreme Court decisions concerning racial segregation in the public schools?	80	68	71	84	73	76	84	48	79	73
Do you feel that there should be certain limitations of classroom discussions having to do with various political "isms" and "anti-isms?"	37	31	29	37	34	32	32	38	33	34
Some critics say today's schools require far too little academic work of students. Basing your answer only on the school of which you are now principal, do you agree or disagree with this criticism?	12	22	18	16	17	20	13	23	17	17
It has been said by some that compared to the Soviets, the U.S. is not producing enough scientists and engineers. Do you agree with this contention?	23	21	19	32	20	30	26	28	18	22
Do you feel there is a need to justify as practical every subject that is taught in secondary schools?	19	32	29	13	26	26	16	35	26	26
Considering all the advantages and disadvantages of ability grouping according to I.Q. or achievement test scores, do you favor such grouping in such academic subjects as mathematics, English, and foreign languages?	85	78	80	88	81	82	88	80	79	81
Do you feel that the school year (Compulsory) in your district should be lengthened?	20	23	23	16	21	22	18	27	21	21

TABLE 53 (Contd)

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Do you feel that those youths in a community who do not want to go to school, who vary from disinterest to open hostility, should not be required to attend school?	36	[illegible]	34	29	34	27	[illegible]	29	34	33
Do you believe that the school attendance should be compulsory until at least [illegible] years (or secondary school graduation)?	37	46	39	50	39	49	31	56	41	41
Generally speaking, do you feel that for the vast majority of students the schools should provide a general intellectual background and leave specific job training to other agencies?	71	64	64	81	67	75	71	61	65	67
Do you believe that secondary schools should expend greater effort in educating the academically talented student than in educating the more "average" student?	19	20	17	28	17	27	18	19	20	19
Do you believe that it is the responsibility of the public schools to arrange for educating the...										
physically handicapped?	81	61	69	79	70	75	77	65	70	71
mentally handicapped?	67	50	58	59	58	57	66	52	57	58

*Entries for the question concerning compulsory attendance are the percent of principals choosing alternatives 1, 2, and 3 (Yes, with qualifications). All other entries are the percent choosing alternative 1, Yes.

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Present opinion among principals also favors federal aid to *public* high schools, with two-thirds of the principals giving their endorsement. Somewhat greater reluctance is observed among Southeastern principals. On the other hand, only about a fifth of the principals are in favor of federal aid to *private* high schools. The percent of principals in favor of aid to private schools is higher in urban area and in the Northeast and among private school principals or headmasters.

Only about one-third of the principals are in agreement with the recent Supreme Court decision on prayers and Bible reading in the public schools. Furthermore, one out of four public high school principals report regular (not necessarily compulsory) religious observances at their schools. The proportion is probably markedly higher in Southeastern schools.

Principals are much more in agreement with the Supreme Court decisions on racial segregation in the public schools. In the total sample, about three-fourths are in agreement. Approval of the Court's decision is somewhat more prevalent among urban (80%), Northeastern (84%), and independent (84%) school principals. Acceptance is considerably less often reported by Southeastern principals (48%).

A two-thirds majority of principals is in favor of unlimited discussion of political extremes. The proportion of principals favoring limitations is slightly *larger* in independent schools. Principals in the Southeast more often advocate limitations than do principals in other areas.

In general, principals do not agree with critics who say that today's schools require far too little academic work, at least as the criticism applies to their own schools. There is, however, a tendency toward greater agreement in rural areas and in the Southeast.

Principals tend to disagree with the contention that compared to the Soviets the United States is not producing enough scientists and engineers; regional differences are small.

Three out of four high school principals in the total sample do not see the necessity for justifying as practical every subject taught in the secondary schools. Geographical differences in this "practicality orientation," however, are quite sizeable, with principals in the Southeast more frequently favoring the proposition.

About four out of five principals favor ability grouping by IQ or achievement test scores in such academic subjects as mathematics, English, and foreign languages. This type of grouping is slightly more often endorsed in urban areas and in the Northeast than elsewhere.

About one principal in five feels that the compulsory school year in his district should be lengthened. Principals in the Southeast more often favor a longer school year. One out of three senior high school principals in America are of the opinion that youths who apparently do not want to go to school should *not* be required to attend. Overall, about four principals in 10 believe that school attendance should be compulsory until at least 18 years of age (or high school graduation). Principals in small towns and rural areas and particularly in the Southeast are more likely to hold this position.

Two-thirds of the principals agree with the contention that the secondary schools should provide a general intellectual background for students and leave specific job training to other agencies. This opinion is somewhat more prevalent among principals of independent schools, in urban areas, and in the Northeast.

Only about one principal in five believes that public schools should expend greater effort in educating academically superior students than in educating average students—this opinion is somewhat more prevalent among principals of independent schools.

Seven principals in 10 believe that it is the responsibility of the public schools to educate the physically handicapped, and about *six* principals in 10 consider the public schools to be responsible for educating the mentally handicapped. Principals in urban areas and in the Northeast more often believe both of these to be appropriate public school responsibilities.

Data showing the proportion of principals who have read two recent books dealing broadly with American secondary education are presented in Table 54 and in Table B54.

TABLE 54

Reading of books concerning broad educational issues.

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Have you read...										
Education and the New America by Kimball and McClelland?	8	7	7	10	7	10	7	9	7	7
The Education of American Teachers by James Conant?	65	58	62	57	61	59	70	59	58	61

*Entries are the percent of principals choosing alternative 1 (Yes).

Only a small proportion (7%) of the principals had read *Education and the New America* by Kimball and McClellan (1962). A rather large number (61%), report that they had read *The Education of American Teachers* by James Conant (1963). *Education and the New America,* although certainly of interest and relevance to most high school principals, is a scholarly volume and was not written for a wide audience. Conant's work, however, is recognized as one of the most significant books of the decade for professional educators. Four out of 10 high school principals, however, had not read it during the 14 to 16 months between its publication and their responding to the questionnaire.

The data in Table 55 (and in Table B55) summarize the reactions of principals to various recommendations made by J. Lloyd Trump in the book *Focus on Change: Guide to Better Schools* (1961).

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TABLE 55

(Paraphrased extensively) Lloyd Trump, in his book Focus on Change: Guide to Better Schools *(Commission of the Experimental Study of the Utilization of Staff in the Secondary School), has made several suggestions with respect to the "school of the future." Do you approve of his suggestion with respect to:*

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
The reorganized curriculum in the "school of the future"?	44	31	39	28	39	29	38	37	36	37
The design of buildings and other educational facilities in the "school of the future"?	44	32	40	26	39	29	40	37	36	37
The "organization for instruction" in the "school of the future"?	45	31	40	27	39	32	40	37	37	37
The flexible student schedules in the "school of the future"?	46	34	41	34	41	35	42	37	39	40
The plan for teacher utilization in the "school of the future"?	45	31	40	27	40	25	39	36	37	37

*Entries are the percent of principals choosing alternative 1 (generally approved).

Overall 37% to 40% of the principals indicated approval of Trump's various proposals. Generally, about 8% disapproved, about 21% had no opinion, and about 27% reported unfamiliarity with the proposals. Principals of independent schools and of schools offering other than a comprehensive program are generally less favorable to Trump's proposals than are other principals.

The principals were asked whether they felt public schools in principle, should obtain community support before making important curriculum changes. The results are presented in Table 56 and in Table B56.

TABLE 56

Some have said that the public schools should in principle not make important curriculum changes without first securing community support. Do you agree with this position?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Agree	44	51	51	36	49	43	37	52	51	48
Disagree	56	48	49	63	50	57	62	47	49	52

Opinion is almost equally divided on this question. A small majority supports a position that might be conceived of as "the relative primacy of local professional educators" in establishing local educational directions. This position receives somewhat greater support from principals of independent schools, in urban areas, and in the Northeast.

Principals' opinions about the possibility of eliminating illiteracy in the American society within the next 20 years are indicated in Table 57 (see Table B57 also).

TABLE 57

How optimistic are you about wiping out illiteracy in American society within the next twenty years?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
I am very optimistic	31	27	30	31	30	31	33	27	30	30
It is possible, but not very probable	54	58	55	55	55	56	52	58	55	55
It is unlikely (I am pessimistic)	13	14	13	9	13	12	12	14	13	13
No opinion	2	2	2	4	2	2	2	1	3	2

Slightly over half (55%) of the principals assumed the guarded, somewhat noncommittal "possible but not probable" position. Of the remainder, twice as many were optimistic as were pessimistic.

An important question for the design of secondary education, and one which principals may be best qualified to answer, has to do with the optimum number of students for a comprehensive senior high school. The principals' reactions are summarized in Table 58 (see also Table B58).

TABLE 58

All things considered — maximum learning, teaching staff, capital outlay, etc.—about what do you consider to be the optimum number of students for a comprehensive senior high school?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Less than 500	5	19	12	17	11	18	11	9	15	13
500 to 749	14	33	24	26	24	24	17	28	26	24
750 to 999	17	23	20	21	20	19	19	23	19	20
1,000 to 1,249	24	14	19	15	19	18	22	23	16	19
1,250 to 1,499	16	5	11	7	11	8	15	9	10	10
1,500 to 1,749	11	3	8	4	8	5	7	5	8	7
1,750 to 1,999	6	1	3	3	3	4	4	1	3	3
2,000 to 2,499	4	1	2	2	2	3	4	1	2	2
2,500 or more	2	0	1	1	1	1	1	1	1	1

As would probably be expected, beliefs about optimal school size varied markedly between urban and rural principals. The size category most often preferred by urban principals (24% of them) was 1,000 to 1,249. Rural and small town principals (33%) most often considered a student body of 500 to 749 to be best. Independent school principals and principals of schools with other than comprehensive programs also tended to favor smaller schools. Regional differences were generally consistent with the pattern of urban-rural differences.

In the total sample, only 13% of the principals considered a school of less than 500 the optimal size for a comprehensive high school. Despite the fact that 65% of the principals (89% in rural areas) serve in schools with less than 500 senior high students (Table 39), there, nonetheless, appears to be considerable acknowledgment of the need for relatively large schools if the program is to be "comprehensive."

The Principal and His Teaching Staff

A crucial phase of the principalship consists of the leadership the principal provides in his interactions with teachers. This section contains a variety of information about how the principal views the teacher and the principal-teacher relationship.

The data in Table 59 (and in B59) bear on a number of on-the-job practices that principals may employ in their leadership role of assisting new teachers in their professional development.

Nine principals in 10 hold both group and individual meetings with new teachers at the start of the year. These are the most common practices among those suggested within the questionnaire. Some 70% of the principals conducted *additional* group meetings for new teachers during their first year, a practice that is somewhat more common in schools in urban areas than in small town and rural areas. The majority of principals visit the classrooms of new teachers at least once during the school year, and a large proportion (23%) reported making four or more classroom visits, each followed either by a written report or individual conference. In communicating impressions,

TABLE 59

Listed below are several procedures which may be used by principals in assisting beginning teachers in their professional development. Indicate ("Yes" or "No") whether each practice is established policy at your school. Note that each practice has to do with the behavior of the principal, not a department head or other person.

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
An orientation meeting or workshop conducted by the principal at the beginning of the school year for all beginning teachers.	92	75	89	85	89	86	88	87	89	88
Additional orientation or in-service meetings conducted by the principal for all beginning teachers during their first year.	74	66	71	63	71	66	68	73	69	70
Four or more classroom visitations each year by the principal, each followed by a written report.	24	22	24	19	22	26	25	26	21	23
One to three classroom visitations during the year by the principal, each followed by a written report.	37	29	36	25	35	28	41	30	32	34

TABLE 59 (Contd)

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Four or more classroom visitations during the year by the principal, each followed by an individual conference (with or without a written report).	36	41	40	34	38	41	38	51	35	39
One to three classroom visitations during the school year by the principal, each followed by an individual conference (with or without written report).	63	57	61	55	62	54	65	62	58	60
An experienced teacher is assigned to work with and assist each beginning teacher.	64	41	49	61	50	61	63	59	43	51
Department or area chairmen are directed to work with and assist beginning teachers.	73	46	59	68	60	66	77	60	54	61
Conference between principal and each beginning teacher individually prior to the formal opening of school.	89	91	91	94	90	91	88	95	90	90
Principal systematically provides reading materials (other than local policy statements) on professional matters.	58	63	60	63	60	61	58	65	60	61
Principal systematically discusses lesson or course plans with beginning teacher.	50	64	60	48	58	54	50	64	58	58
Principal arranges for visitations by beginning teachers to classrooms of experienced teachers.	47	33	38	44	39	41	46	43	35	39

*Entries in the table are the percent of principals choosing alternative 1 (Yes).

the principal more often makes use of an individual conference with the teacher than a written report. Sixty percent of the principals reported that they make one to three classroom visits, each followed by an individual conference.

About half of the principals assign experienced teachers to work with new teachers. This is a more common practice in urban areas, in the Northeast, and among independent school principals. About six principals in 10 direct department or area chairmen to work with new teachers. This practice is also more frequently reported in urban areas and in the Northeast, and is probably a function of school size. About six principals in 10 systematically provide professional reading materials (other than local policy statements). Lesson plans are systematically discussed with new teachers by about six out of 10 principals. This latter practice, compared to the overall sample, is more often reported by rural and Southeastern principals and less often by urban, independent, and Northeastern school principals. About four principals in 10 arrange for new teachers to visit the classrooms of experienced teachers, a practice that is considerably more common in urban areas than elsewhere.

TABLE 60

(Paraphrased) How important in the preparation of the secondary school teachers is course work in . . .

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
The subject they are actually teaching	95	91	93	94	93	92	96	93	92	93
Educational psychology	57	49	51	59	53	50	54	55	51	53
Social context of American education	25	24	25	19	24	25	19	29	25	24
Instructional techniques	52	51	53	41	53	44	46	54	52	51
History and philosophy of education	25	18	18	33	20	27	20	28	18	21
Tests and measurement	41	38	40	38	41	37	40	46	37	40

*Entries are the percent of principals choosing alternative 1 (Very important).

Opinions of principals on the value of various courses in the preparation of secondary school teachers are summarized in Table 60 and in Table B60.

These data indicate, first, an almost universal emphasis on preparation in the subject being taught. Half the principals consider course work in educational psychology and instructional techniques to be "very important", history and philosophy of education are least often judged to be important in the preparation of teachers. Principals in the Southeast, as compared with principals in the Northeast, attach relatively more importance to courses in the social context of American education, in instructional techniques, in the history and philosophy of education, and in tests and measurements. Independent school principals, as compared with public school principals, place more emphasis on preparation in history and philosophy of education and less emphasis on instructional techniques. The reasons for these differences are not immediately apparent.

Reactions to some additional issues bearing on principals' perceptions of and relationships with teachers are summarized in Table 61 (see also Table B61).

TABLE 61

Reaction to issues with respect to teachers.

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Speaking figuratively, would you say that good teachers are "born" or are they "made?" (1) Born	47	44	44	51	45	47	53	43	45	45
Is there a conflict between academic freedom for teachers and "good" education (as you define "good")? (1) Yes	23	[illegible]	28	27	27	30	24	30	28	28
Away from school, do you expect your teaching staff to live somewhat more exemplary lives than do most other persons? (1) Yes	76	75	74	56	76	76	[illegible]	[illegible]	74	76
Do you feel it is best for all concerned if you have little social contact with members of your teaching staff outside of school hours? (1) Yes	36	33	36	25	[illegible]	[illegible]	37	[illegible]	33	35
In your opinion, should teachers on their own time work actively as members of political parties in national elections? (1) Yes	55	[illegible]	57	[illegible]	56	50	55	51	56	55
In your opinion, should teachers on their own time work actively as members of political parties in state and local elections? (1) Yes	53	53	56	40	54	49	53	49	54	53
Regardless of the policy in your district, do you believe that a policy regulating teacher-smoking is necessary? (1) Yes	[illegible]	30	28	[illegible]	29	6	28	[illegible]	40	30

TABLE 61 (Contd)

Question*	Location		Type		Program		Region			Total Sample
	Other	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Does your school have a policy regulating teacher smoking? (1) Yes	41	37	38	40	37	50	40	45	36	40
What is your impression of the competency of substitute teachers you have employed in the past two years? (1) Most have done good jobs	36	35	35	34	35	34	36	28	48	35
Do you favor a single salary schedule for all teachers in your school, rather than a differential schedule? (1) Yes	46	46	50	26	48	36	44	40	49	46
All things considered, do you feel that the general level of teacher pay in your school district is appropriate? (1) Yes	17	19	24	15	25	29	11	12	28	26
Speaking generally, do you approve or disapprove of the idea of teacher tenure? (2) Generally approve	72	73	76	57	73	69	75	78	70	72
How do you feel about a system of teacher ranks--e.g., assistant, tutor, instructor, teacher, master teacher,--with differential pay according to rank? (1) Approve	29	25	27	26	27	27	29	31	24	27
In general, how do you think a merit-pay or quality-of-service salary plan in which superior teaching is rewarded with higher income would affect teacher performance? (1) Good effect for most teachers	27	28	22	17	23	12	29	24	23	25

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TABLE 61 (Contd)

Question*	Location		Type		Program		Region			Total sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In general, how do you think a merit-pay or quality-of-service salary plan in which superior teaching is rewarded with higher income would affect teacher morale? (1) Good effect for most teachers	17	15	14	26	15	18	10	17	15	16
Do you believe that there is a need for greater uniformity of secondary teacher certification standards throughout the country? (1) Yes	81	86	81	71	87	76	83	87	85	85
Would you say that the Federal government should take steps to bring about a greater uniformity of teacher certification standards throughout the country? (1) Yes	46	48	43	36	47	41	48	48	45	46

*Entries are the percent of principals choosing the alternatives listed after each question.

Somewhat more than half of the principals believe that good teachers are "*made*" (i.e., they have learned to teach well) rather than "born" (training in how-to-teach unnecessary). This view is curiously reversed in the Northeast and among independent school principals, where more than half of the principals are of the opinion that good teachers are "born."

The majority of principals (slightly larger in the cities and in the Northeast) are of the opinion that there is no conflict between academic freedom for teachers and "good" education; 28% feel there is a conflict.

Slightly more than half of the principals would allow teachers on their own time to work actively as members of political parties in both national elections and in state and local elections. Geographical differences are negligible, but independent school principals appear to be less permissive.

About three principals in four expect their teachers to live "more exemplary" lives away from school than do nonteachers, an expectation somewhat more often reported by independent school principals and principals in the Southeast. About three principals in 10 believe that a policy regulating teacher smoking is necessary, while about four principals in 10 serve schools that actually have policies regulating teacher smoking. Policies regulating teacher smoking are somewhat more common in independent schools and in Southeastern high schools. About one-third of the principals feel it is necessary to maintain some degree of social aloofness from their teachers.

Principals tend to be rather critical of the performance of substitute teachers; only 35% indicated that most substitutes employed in the past two years have done a good job. Nationwide, the problem of substitute teachers appears to be a serious one. Southern principals were particularly dissatisfied.

On the matter of teacher salaries, in the total sample, 26% felt that the level of teacher pay in their districts was appropriate. Other data not shown in Table 61 indicate that 70% of the principals believed the salary level to be too low. Compared to urban principals (61%), rural principals (78%) more frequently felt that their teachers' salaries were too low, and Southeastern principals often (86%) reported that their teachers were inadequately paid.

Principals are almost equally divided on the question of a single salary schedule vs. a differential or multiple salary plan. When a differential salary plan is tied to a system of teacher ranks (e.g., master teacher, teacher, assistant teacher), only one out of four principals (27%) approves. This is an idea which has been seriously discussed in only the last few years.

A large majority (85%) of principals agreee on the necessity for greater uniformity in secondary teacher certification standards throughout the country. Forty-six percent of the principals indicated that the Federal government should take steps toward establishing (greater) uniformity in certification standards.

Data pertaining to the extent to which high school teachers have jobs in addition to their school jobs are presented in Table 62 (see also Table B62).

TABLE 62

About what percent of the full-time faculty at your school have regular jobs in addition to their school jobs during the school year?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Less than 1%	49	62	52	75	55	64	50	65	55	56
1% to 5%	22	15	20	11	20	13	19	17	19	18
6% to 9%	7	5	7	2	6	4	9	4	6	6
10% to 19%	10	8	11	4	9	7	11	7	9	9
20% to 29%	5	4	3	2	4	5	5	3	4	4
30% to 39%	2	2	3	1	2	2	3	1	2	2
40% to 49%	1	1	1	1	1	2	1	1	1	1
50% to 59%	1	1	1	1	1	1	1	0	1	1
60% or more	2	1	1	3	1	3	1	1	2	1

Overall, the results suggest that in more than one-half of the schools incidence of teachers holding outside jobs is negligible (less than 1% of the staff). "Moonlighting" is somewhat more extensively reported by principals of urban and Northeastern schools; it is relatively *less* frequently observed by Southeastern principals and those serving independent schools or schools with other than a comprehensive program.

Principals' opinions on the use of standardized examinations in certifying teachers are presented in Table 63 (see also Table B63).

TABLE 63

How favorable would you be toward a policy of using a national standardized teacher examination as a basic criterion for issuing secondary school teaching certificates?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Highly unfavorable	28	25	26	28	25	24	24	23	29	25
Unfavorable	33	34	35	33	35	33	32	32	38	35
Neutral	16	18	16	20	16	20	19	19	15	17
Favorable	20	19	19	17	20	18	21	21	17	19
Highly favorable	3	4	4	1	3	5	4	5	1	4

Only 23% of the principals would unqualifiedly support the use of national standardized teacher examinations as a basic criterion in certifying secondary school teachers. Principals outside the Northeast and Southeast are the least sympathetic.

Instructional Innovations

In the past several years, a great deal of interest in research and development has focused on (1) new instructional techniques (e.g., team teaching, programed learning), and (2) new and/or revised curricula (e.g., mathematics, biology). The reactions of high school principals to these innovations were assessed in a number of questions.

In Table 64 are data indicating the extent of involvement of the principals' schools in these activities (see also Table B64).

Participation in tryouts of experimental curricula, judging from the responses of the principals, is remarkably extensive. Well over half of the principals in the country (62%) reported tryout of a new curriculum in mathematics during the past three years. The natural sciences and foreign languages are the subjects in which the principals frequently report experimental involvement. Three out of 10 of the principals reported that their schools had been involved with new English curricula. In all six instances, experimental curricula were proportionally more prevalent in independent schools, in urban areas, and in the Northeast.

More than half of the principals reported an "accelerated" curriculum in mathematics, nearly 40% reported such a program in science, and somewhat more than a fourth reported accelerated curricula in one or more languages. As before, these special programs are much more frequently provided by schools in urban areas, in the Northeast, and by independent schools.

Approximately one principal in six reported the use of lay readers to assist teachers of English composition—a practice of very recent vintage. The reason for the relatively greater use of lay readers in the Southeast is not immediately apparent.

Overall, 27% of the principals reported that at least one course in their schools is being taught by means of programed instruction; 22% of the schools

TABLE 64

New curricula and instructional techniques in the school.

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In the last two years, has your school been involved in tryouts of a new experimental curriculum in...										
English?	42	20	28	39	30	31	36	21	34	30
A foreign language?	55	31	40	50	42	40	54	39	40	42
Economics?	20	9	14	14	15	13	24	10	[illegible]	14
Art?	18	11	12	22	14	16	16	12	14	14
During the past three years, has your senior high school been involved in tryouts of any new experimental curriculum in...										
Natural sciences?	52	36	42	49	43	42	51	36	42	43
Mathematics?	76	51	61	69	63	61	72	55	61	62
(Paraphrased) Does your school provide an accelerated curriculum for superior students in...										
Science?	56	25	40	35	40	33	28	38	35	39
Language?	43	14	25	38	26	33	39	26	22	27
Courses other than math, science, or language?	44	14	27	30	27	29	35	21	27	27
Mathematics?	70	38	52	55	53	52	60	51	50	53
Is there any special opportunity for senior high school students in your school to obtain Advanced Placement and/or credit in college?	57	31	41	52	41	48	48	38	42	43
Do you make any use of lay readers in connection with English composition courses at your school?	17	15	16	14	16	15	11	21	15	16
At your school, are any subjects being taught to any extent by means of television?	14	11	13	10	13	10	10	21	10	12
At your school is team teaching being used with any subjects?	33	13	22	24	22	22	24	20	22	22

TABLE 64 (Contd)

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
At your school, are any subjects being taught by means of programed instruction?	31	23	27	26	27	25	32	21	26	27

*Table entries for the first twelve questions are the percent of principals choosing alternative 1 (Yes). For television and team teaching, entries are the percent of principals choosing alternatives 2 (Yes, one subject), 3 (Yes, two subjects), and 4 (Yes, several subjects). For programed instruction, entries are the percent of principals choosing alternatives 2 (Yes, one subject) and 3 (Yes, two or more subjects).

are reported to have at least one course in which team teaching is used; and 12% of the principals reported at least one course being taught to some extent by television. Team teaching and programed instruction are more frequently reported by principals in urban areas and in the Northeast, and television is more often reported to be an instructional adjunct in the Southeast.

The data in Table 65 (and in Table B65) bear on principals' opinions about machine teaching or programed learning as instructional aids in secondary schools.

TABLE 65

How do you feel about machine teaching and/or programed learning as an instructional adjunct, in secondary schools?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Approve	39	39	40	36	39	38	37	37	41	39
Disapprove	5	6	5	6	5	7	5	6	5	6
No opinion	7	14	11	9	11	11	8	15	11	11
Am reserving judgment	49	41	44	48	45	44	50	42	43	44

About as many principals are withholding judgment on machine teaching and programed learning as are expressing opinions. Of those who express opinions about "automated" instruction, many more approve (39%) than disapprove (6%).

Table 66 presents principals' opinions about the potential promise of the new teaching technology (see also Table B66).

TABLE 66

In your own opinion, if school classes are maintained at about their present size, do technological advances, such as teaching by TV, hold real promise for improving the quality of education in secondary schools?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes, considerable improvement	19	19	19	20	19	20	17	22	19	19
Yes, some improvement	52	49	52	46	52	45	51	49	51	51
No, little if any improvement	14	16	15	14	15	15	15	14	15	15
No, would be definitely harmful	1	2	1	2	1	2	1	1	1	1
I am undecided about this matter	13	15	13	17	13	17	15	14	14	14

Principals are generally optimistic about the potential value of the new, instructional technology. About seven principals out of 10 believe that these methods will make at least some improvement. This optimism holds uniformly across all the subgroups.

Table 67 (and Table B67) presents data about the extent of current use of teaching machines.

TABLE 67

Which of the following statements best describes the current use of teaching machines in your school?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
They are not now used, and no use is foreseen in the next year or so.	48	55	52	51	52	54	50	53	52	52
They are not now used, but plans have been made to experiment with their use during the next year or so.	17	14	15	17	15	17	17	15	15	15
They are being used sparingly on an experimental basis.	21	12	[illegible]	15	13	15	[illegible]	16	19	19
They are now being used regularly in a few cases.	11	11	11	11	11	10	9	11	11	11
They are now being used regularly in many instances.	2	3	3	2	2	3	2	3	2	3

In view of the short time that teaching machines have been generally available, they are being used in a surprisingly large number of schools. About one high school in three is making at least some use of teaching machines, and in 14% of the high schools they are being used regularly. There is little variation among the subgroups on this matter.

Principals' opinions on the increasingly discussed idea of granting an "attendance diploma" to students who are unable to meet minimum standards are summarized in Table 68 (see also Table B68).

TABLE 68

Regardless of circumstances or the practice at your school, what do you think of the idea of a multiple-diploma or "diploma and certificate" plan whereby an attendance diploma or certificate would be granted to those students who have failed to achieve a minimum mastery of certain basic subjects?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In general I approve of such a plan	64	76	71	68	71	69	64	77	71	71
In general I disapprove	33	21	27	25	27	24	33	20	27	27
No opinion	3	2	2	7	2	6	4	3	2	3

The plan of awarding an attendance certificate to students failing to master basic subjects is widely endorsed, with about seven principals in 10 favoring it. Relatively more rural and Southeastern principals endorsed the plan; relatively fewer urban and Northeastern principals gave their approval.

An instructional-organizational concept with very broad implications, which has been discussed academically for many years but which has come to public attention only very recently, is the notion of the "ungraded school." An indication of the position of high school principals on this question is provided in Table 69 and in Table B69.

TABLE 69

Would you be in favor of some system of individualized promotion (e.g., on the basis of examinations) for your school rather than the customary use of grade placement and continuous promotion?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes	46	51	50	49	49	50	51	55	47	50
Yes, and we have such a system at our school	7	3	4	8	4	9	9	5	3	5
No	38	36	36	31	36	31	32	30	39	36
No opinion	9	10	10	11	10	9	8	9	11	10

First, it is of considerable interest that 5% of the principals reported "some system of individualized promotion, rather than the customary use of grade placement and continuous promotion" *already at their schools.* It is also of interest to observe that principals of independent schools and those of schools offering other than a comprehensive program more often report the existence of such a procedure in their schools. The idea was supported by fully half of all the high school principals in the country. Geographical differences were negligible.

The principals were asked for their estimates of the usefulness of educational and psychological research. Their responses are summarized in Table 70 and in Table B70.

Two-thirds of the principals indicated definite approval of "educational research," and another 28% reported qualified approval. With regard to "psychological research," 44% gave the most favorable response, and 46% selected the more qualified response. Subgroup variation was negligible.

TABLE 70

What is your opinion about the general usefulness of . . .

Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Educational research?										
Such research can often be highly useful	60	68	68	62	67	65	67	71	66	67
Occasionally educational research is worthwhile	30	29	27	33	28	30	28	24	29	28
Much of this sort of research is pretty much a waste of time and money	3	4	3	4	3	3	3	2	4	3
No opinion	1	2	[illegible]	1	[illegible]	2	2	1	1	2

TABLE 70 (Contd)

Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Psychological research in providing information relevant to the solution of problems in education?										
Such research can often be highly useful	47	41	44	44	44	45	44	53	40	44
Occasionally such research is worthwhile	44	45	45	45	47	43	41	38	45	45
Most of this sort of research is pretty much a waste of time and money	5	5	5	6	5	6	5	4	6	5
No opinion	4	6	5	5	5	5	4	5	5	5

Standardized Tests in the Schools

Simultaneous with their more extensive use in the schools, standardized tests of all kinds have become the object of increasing public criticism. Of relevance are the perceptions of high school principals of the role and value of standardized testing in their schools.

Much has been said about the impact of national testing programs related to entrance to college on the high school and high school students. An indication of the reactions of principals is contained in Table 71 (see also Table B71).

TABLE 71

In your opinion, how desirable is the influence of nationwide testing programs such as National Merit Scholarship Examinations, American College Testing Program Examinations and College Entrance Examinations on the instructional program of American schools?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Very undesirable	5	8	6	6	5	7	5	6	[illegible]	6
Undesirable	12	10	11	9	11	9	12	9	11	11
Neither desirable nor undesirable	24	25	26	18	25	26	23	19	27	24
Desirable	52	53	52	56	53	54	53	58	51	53
Very desirable	6	6	5	12	5	10	7	8	5	6

A majority of principals holds generally favorable opinions about the influence of nationwide testing programs in the schools; specifically, 59% say that the impact of these tests is either "desirable" or "very desirable." Principals in the Southeast and principals of independent schools are somewhat more favorably disposed than other principals. Only about one principal in six considers the influence of nationwide testing programs to be undesirable.

The principals were also asked to what extent they have found standardized tests valuable in providing the school with necessary information about individual students. The responses are in Table 72 and in Table B72.

TABLE 72

In general, how valuable have you found standardized tests to be in providing the school with the kind of information it needs about individual students?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Quite valuable	41	33	37	40	35	38	40	39	41	39
Of some value	40	48	47	45	47	42	43	45	52	46
Of only small value	15	17	17	18	16	15	14	2	13	15
Of no value	0	0	[illegible]	0	0	0	0	[illegible]	-	0
I am undecided about this matter	3	2	2	2	1	1	1	1	1	2

There was almost complete consensus on the usefulness of tests in helping to understand students. None (within rounding limits) of the principals considered standardized tests to be "of no value" to the school in understanding individual students. Four principals in 10 indicated that tests are "quite valuable" for this purpose. Rural principals were slightly less positive than urban principals.

The data shown in Table 73 (and in Table B73) summarize the attitudes of principals on the matter of communicating test scores to parents.

Thirty-seven percent of the principals believe that most parents should be told their child's IQ score. Fifty-seven percent would give IQ scores to parents "only in unusual cases" or not at all. The situation is different for achievement tests. Nine principals in 10 would tell most parents their child's scores on achievement tests, and most test specialists are likely to agree with principals on this matter. However, it is likely that test specialists would not be so enthusiastic about giving parents their child's IQ scores. They would be particularly critical of making it a "standard practice," a policy which 10% of the principals endorsed.

TABLE 73

Attitudes about communicating test scores to parents.

Question	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In your opinion, should parents be told their child's IQ Scores?										
Yes; I think it should be standard practice to tell them.	9	10	10	9	9	11	10	12	8	10
Yes, in most cases it is all right to tell them.	28	27	26	42	29	26	29	29	26	27
Only in unusual cases should they be told.	35	36	36	32	36	33	36	39	34	36
No. It should be standard practice not to tell them.	23	20	22	19	21	22	[illegible]	13	25	21
I am undecided about this matter.	5	6	5	6	5	8	5	6	6	6

TABLE 73 (Contd)

Question	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In your opinion, should parents be told their child's achievement test scores in various subject areas?										
Yes, it should be standard practice to tell them.	50	46	48	58	48	53	56	42	51	50
Yes, in most cases it is all right to tell them.	37	43	40	39	41	36	38	44	40	40
Only in unusual cases should they be told.	8	7	8	4	6	5	4	9	6	6
No, it should be standard practice not to tell them.	3	2	3	1	3	3	2	2	3	3
I am undecided about this matter.	2	2	1	1	2	3	1	3	1	1

Local participation in nationwide testing programs requires considerable staff and student time, often at the expense of other activities. Information relevant to this problem is in Table 74 and in Table B74.

About one-third of the principals (34%) devote one day or less of their time to nationwide testing programs, 24% devote two days, and the largest proportion, 42%, devote three days or more to these activities. It appears that nationwide testing programs require slightly more time of independent school principals and of principals in rural areas.

School administrative personnel other than the principal are likely to be even more involved in local administrations of national testing programs. In fact, seven principals in 10 report that a member of their administrative staff spends three full days or more in connection with nationwide testing activities. This proportion is relatively larger in urban areas and in the Northeast.

Teachers are less frequently called upon to become involved in nationwide test administrations. Most of the principals (62%) reported that an "average" teacher devotes one day or less, and only about one principal in five reported teachers devoting as much as three days or more. There is very little variation among the subgroups, except that teachers in independent schools or in schools offering other than a comprehensive program are more likely to be involved.

One-quarter of the principals reported that one day or less is required for "a typical senior high student who is going to college." Thirty-seven percent of the principals report two student days, and 39% estimate that three days or more are given over to nationwide testing programs by college-bound students. Somewhat more student time goes into testing in the Northeast, possibly reflecting the influence of colleges in the area that (1) are very selective, and (2) require aptitude test scores for admission decisions.

TABLE 74

(Paraphrased) In a typical school year, how much of the time of each of the following is spent in connection with national testing programs, such as National Merit Scholarship tests, American College Testing Program tests, and College Entrance Examination Board tests:

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yourself?										
One day or less	39	30	36	26	35	32	34	34	35	34
Two days	21	26	24	29	24	22	22	21	19	24
Three days; four days; five days or more	38	44	40	42	41	46	43	45	46	42
An average member of your administrative staff?										
One day or less	9	15	12	16	11	17	10	15	12	12
Two days	17	19	16	20	17	17	13	16	18	17
Three days; four days; five days or more	75	66	72	64	72	65	76	68	69	71
An average teacher in your school?										
One day or less	62	61	63	53	63	54	62	58	63	62
Two days	18	20	19	22	19	21	17	22	19	19
Three days; four days; five days or more	19	19	18	25	18	25	21	20	18	19
An average senior high student in your school?										
One day or less	30	33	33	28	32	30	25	30	35	32
Two days	34	37	36	34	37	32	34	35	37	36
Three days, four days, five days or more	35	29	30	38	30	39	41	34	27	32
A typical senior high student in your school who is going to college?										
One day or less	23	25	24	24	24	25	19	25	26	24
Two days	34	39	37	35	38	34	32	37	39	37
Three days; four days; five days or more	42	36	38	41	38	40	47	38	35	39

*Entries for each category are:

Category	Response Alternatives
One day or less	1
Two days	2
Three days or more	3, 4, and 5

The Principal's View of His Students

Principals are charged with the education of youth. The ways by which a principal views students and relates to them are likely to be of considerable important in his success as an educational leader. Many questions discussed under other headings in this report revealed information about the principal's relationship with students. For example, in discussing the work of the principals it was noted that the typical principal spent several hours each week working with students both with respect to discipline problems and other matters (see Table 82). This section concludes with a consideration of principals' responses to two questions focusing specifically on this relationship.

Principals were asked for their opinions about the relative importance of "ability" and "motivation" in determining student achievement (grades). Their responses are summarized in Table 75 and in Table G113.

TABLE 75

From your experience, which is more important in determining which students get good grades, —ability or motivation?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Ability much more important	7	5	7	5	6	9	6	5	6	6
Ability somewhat more important	19	19	19	18	19	16	17	15	18	19
Both about equally important	44	45	45	41	45	41	43	50	42	44
Motivation somewhat more important	21	21	20	25	21	22	22	18	[illegible]	21
Motivation much more important	10	9	9	11	9	11	12	8	9	9

The most typical response is for principals to say that motivation and ability are "both about equally important"; 44% of the principals indicated this alternative. There is a small difference between the proportion believing "ability" to be more important (25%) and those believing "motivation" to be relatively more important (30%). "Motivation" is construed as the more important factor by 36% of the independent school principals, by 34% of the Northeastern principals, but by only 26% of the Southeastern principals.

TABLE 76

Socrates is quoted as having said: "Children now love luxury. They have bad manners, contempt for authority. They show disrespect for elders, and love chatter in place of exercise." Would you say that these remarks also apply to contemporary American youth?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Yes, generally, speaking	49	58	54	56	53	58	51	55	55	54
No, generally speaking	51	42	46	44	47	41	49	45	45	46

Finally, in Table 76, data are presented which bear on the extent to which high school principals hold an essentially negative view of youth (see also Table B76.

Overall, slightly more than one-half of the principals indicated that the Socratic generalization (about Grecian children) applies to contemporary American youth. Principals in small towns and rural areas and of schools offering other than a comprehensive program somewhat more often hold this view of contemporary youth than do urban principals.

Duties and Compensations of the Principalship

Administrative Support

One important factor in determining the principal's success in meeting the requirements of his job is the amount of administrative or organizational support he has available. Several questions dealing with this matter were included in the questionnaires.

Principals were asked if they had a secretary, and these data are summarized in Table 77 (see also Table B77).

TABLE 77

Do you have a secretary?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Cooperative	Other	NE	SE	West	
No	7	21	17	28	1	22	11	11	21	17
Yes, part time	33	36	18	22	1	23	17	20	23	[illegible]
Yes, full-time	59	45	65	49	64	54	73	66	57	62

Overall, 62% of the high school principals have full-time secretaries; more than half of the remainder have part time secretaries. About one out of six high school principals, then, has *no* secretarial assistance. The proportion is three times as large in rural schools as in urban, and is also higher in independent as compared to public schools. Size of school would be expected to be a most important factor related to the existence of secretarial assistance to the principal. Data showing the relation between the size of the school and the availability of secretarial assistance are presented in Table 78, and the expectation is clearly confirmed.

TABLE 78

Do you have a secretary?

Response Alternative	Size of School		
	Small	Medium	Large
No	53	7	2
Yes, part time	30	16	5
Yes, full time	17	77	92

Principals were also asked about assistant principals in their schools. This information is summarized in Table 79 (see also Table B79).

It would be expected that the findings in Table 79 are also, in large part, a function of the size of the high school (see Table B79 for confirmation). Altogether, in slightly more than half of the schools there is no assistant principal, and in about one out of five schools there is one part-time assistant principal. One out of four principals report one or more full-time assistant principals.

TABLE 79

How many assistant principals do you have?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
None	31	76	57	52	56	36	40	57	61	54
One part time	22	17	17	29	18	32	28	23	16	21
One full time	30	5	17	15	17	25	25	15	14	17
Two	12	2	7	4	7	4	3	4	5	6
Three or more	5	0	2	1	2	3	3	1	2	2

There are, of course, large differences among the subgroups. The urban-rural differences are considerable, as expected. High schools in the Northeast more often have fulltime assistant principals than do high schools elsewhere.

Table 80 presents data about the number of nonteaching personnel on the principal's staff. Differences among the subgroups in the data probably reflect differences in average school size (see Table B80). Overall, the median number of nonteaching employees is about three.

TABLE 80

How many non-teaching personnel are there on your staff?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Less than 3	31	60	45	56	46	52	34	58	52	47
3-5	33	25	25	36	27	26	29	21	26	27
6-10	17	9	13	3	12	11	16	11	12	12
11-14	7	3	6	4	6	4	8	4	3	5
15 or more	13	3	10	1	9	7	14	6	7	9

Duties and Activities of the Principal

The next series of data concerns the actual work of the principal. First to be considered is the length of the principal's work week (Table 81).

TABLE 81

During the school year, on the average how many hours a week do you work at your job as a principal?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Less than 40 hours	5	11	7	12	9	11	5	4	11	8
40-49 hours	17	17	16	21	17	20	15	18	18	17
50-59 hours	46	44	48	31	47	36	49	45	44	45
60-69 hours	25	20	23	20	23	22	21	25	21	22
70 hours or more	8	7	[illegible]	15	6	12	9	8	6	7

The median work week is about 54 hours. This does not appear to vary much with the classification categories of Table 81. If there are any differences, they are in the direction of longer work weeks for some urban and independent school principals. Data shown in Table B81 suggest that principals of larger schools work longer hours than principals of smaller schools.

Table 82 presents information about the amount of time devoted to various ongoing activities inherent in the principalship.

The information in this table provides a rough overall picture of the relative amounts of time spent on various activities. Administrative planning alone and/or with subordinate administrators is the single most time-consuming activity. This is followed by (1) meetings with students on matters other than discipline, (2) work with individual teachers regarding their teaching proficiency, (3) meetings with teachers on matters of curriculum or instruction, and (4) correspondence.

TABLE 82

We would like to obtain a picture of some of the kinds of activities in which you are involved during a "typical" school year, as well as of the proportion of your time that goes into each activity. Using the alternatives provided, indicate the approximate percent of your time during a "typical" week going into each of the activities. Do not consider evenings or weekends.

Activity*	No time devoted to this activity	1% to 6% of my time	7% to 15% of my time	More than 15% of my time
	(Alternative 1)	(Alternatives 2 and 3)	(Alternatives 4 and 5)	(Alternatives 6, 7, 8, and 9)
Administrative planning with superiors such as superintendents	14	68	15	3
Administrative planning by yourself or with subordinate administrators	4	17	58	21
Meeting with groups of teachers regarding curriculum and instructional matters	3	64	26	7
Meeting with groups of teachers on matters other than curriculum and instruction	8	73	16	3
Work with individual teachers in relation to their teaching proficiency	6	56	26	12
Supervision of non-certified personnel (plant and grounds maintenance, etc.)	19	65	14	3
Meetings with students on disciplinary matters	1	59	32	8
Meeting with students on matters other than discipline	2	59	30	9
Meetings with parents	6	80	11	3
Meetings with laymen either groups or individuals (not as parents)	23	71	5	1
Classroom teaching (and preparation)	36	19	7	38

TABLE 82 (Contd)

Activity*	No time devoted to this activity	1% to 6% of my time	7% to 12% of my time	More than 12% of my time
	(Alternative 1)	(Alternatives 2 and 3)	(Alternatives 4 and 5)	(Alternatives 6,7,8, and 9)
Supervision of extra-curricular activities	13	57	22	8
Correspondence	5	54	33	8
Reading professional literature (books, journals, etc.)	6	75	17	3
Participation in professional educational groups (local, state, national)	9	80	7	4
Private thought and reflection about administrative problems	6	66	20	8
Testing activities	36	58	4	2
Other activities not listed	10	42	28	21

*Entries are the proportion of the total sample choosing the alternatives as indicated.

Additional meaning accrues to these data when presented in the form of percentages of principals, by subgroup, devoting more than 6% of their time to each of the activities. In view of the average work week of the principal, 6% of his time would represent about three hours per week. Although arbitrary, this is perhaps a meaningful separation of the more time-demanding from the less time-demanding activities of the principal (see Tables 83 and B83).

TABLE 83

To which of the following activities do you devote more than 6% of your time in a "typical" work week?

Activity (Paraphrased)*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Administrative planning with superiors	17	18	19	12	19	15	17	11	21	18
Administrative planning alone and with subordinate administrators	66	54	59	59	60	60	68	58	57	60
Meetings with teachers--curriculum or instruction	38	29	34	28	33	30	36	39	29	33
Meetings with teachers--other matters	22	16	19	21	19	19	21	20	18	19
Work with individual teachers--proficiency	44	32	40	26	39	29	41	37	36	37

TABLE 83 (Contd)

Activity (Paraphrased)*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	So	West	
Supervision of noncertified personnel	22	17	17	15	17	17	15	27	15	17
Meetings with students--discipline	30	29	30	25	31	25	31	29	28	29
Meetings with students--other matters	35	37	35	49	37	41	40	36	38	38
Meetings with parents	20	13	11	25	12	20	19	15	11	15
Meetings with other laymen	8	5	6	9	6	9	6	8	6	6
Classroom teaching	10	34	38	18	29	40	19	38	38	31
Supervision of extra-curricular activities	24	34	33	20	31	22	21	38	34	30
Correspondence	32	28	29	44	30	42	43	29	30	33
Reading professional literature	24	16	17	52	19	26	24	25	17	20
Participation in professional groups	16	7	8	9	8	8	10	10	6	8
Private thought and reflection	31	29	26	37	27	34	31	32	25	28
Testing activities	5	8	6	12	6	9	7	6	7	7
Other activities not listed	45	42	43	46	43	43	43	47	42	43

*Entries are the proportion of principals choosing alternatives [illegible], (7-9%), [illegible], (10-12%), [illegible], (13-15%), [illegible], (16-18%), [illegible], (19-21%), and [illegible], (22% or more).

It should be noted that 43% of the principals said that 6% or more of their work week was devoted to activities not covered by the specified alternatives in the questionnaires. Inspection of differences across subgroups suggests that a major underlying factor affecting these differences is the size of the high school. There are, in addition, differences between public and independent schools that cannot be explained by school size alone. Independent school principals seem to be more involved with meetings with parents, laymen, and students. They seem to spend more time in correspondence and in private thought and reflection. Other differences between the work of the independent and the public school principals can, perhaps, be understood best as the effect of the smaller average size of independent schools.

Data showing the relationship between the principals' activities and school size are presented in Table 84.

TABLE 84

To which of the following activities do you devote more than 6% of your time in a "typical" work week?

Activity (Paraphrased)*	Size of School		
	Small	Medium	Large
Administrative planning with superiors	17	18	20
Administrative planning alone and with subordinate administrators	52	65	70
Meetings with teachers-curriculum or instruction	26	36	44
Meetings with teachers-other matters	15	21	22
Meetings with individual teachers-with respect to their proficiency	27	41	54
Supervision of non-certified personnel	17	17	[illegible]
Meetings with students-discipline	25	36	25
Meetings with students-other matters	37	40	32
Meetings with parents	11	13	20
Meetings with other laymen	5	5	16
Classroom teaching	56	16	4
Supervision of extra-curricular activities	51	31	21
Correspondence	31	33	38
Reading professional literature	19	20	21
Participation in professional groups	5	7	18
Private thought and reflection	27	29	29
Testing Activities	10	5	2
Other activities not listed	41	44	47

*Remarks: Entries are the percent of principles choosing alternatives 4 (7%-9%), 5 (10%-12%), 6 (13%-15%), 7 (16%-18%), 8 (19%-21%), and 9 (22% or more).

Activities to which substantially more principals in large high schools than in small high schools devote more than 6% of their time are administrative planning alone and with subordinates, meetings with groups of teachers with respect to curriculum or instruction, meetings with individual teachers with respect to their teaching proficiency, meetings with parents, meetings with other laymen, and participation in professional groups. Activities to which substantially more principals of small high schools devote 6% or more of their time are classroom teaching, supervision of extra-curricular activities, and testing activities.

A strong suggestion that principals of small high schools, typically located in small town and rural areas, carry substantial teaching responsibility is provided by the data in Table 85 (and B85).

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Yes, more than half time	4	14	5	17	2	15	6	7	11	9
Yes, less than half time	31	33	28	41	23	36	18	25	30	26
No	65	54	60	55	68	55	76	69	59	65

TABLE 85

Do you do any teaching (other than occasional substituting)?

Some Major Problems in the Principalship

Persons in any position may encounter difficulties in attempting to achieve the objectives they set for themselves. In order to explore some of the sources of problems that confront principals, the questionnaires included several items which asked the respondents to indicate whether a specified state of affairs had been a "roadblock," in the sense of interfering with the accomplishment of their objectives. The responses are shown in Table 86 (see also Table B86).

Figures in this table are percentages of principals indicating a given factor to be either a major or minor "roadblock." Lack of money was recognized as a kind of generic roadblock and was not included among the alternatives. Variation in the ability and dedication of teachers, insufficient physical facilities, time taken by administrative details, and (general) lack of time are the most frequently reported roadblocks.

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Lack of time	87	86	86	84	87	84	88	84	87	86
Lack of district-wide flexibility (each school must conform to a single policy)	35	32	35	22	34	25	29	38	32	33
Inability to provide time for seminar planning and other professional improvement activities for teachers	81	85	81	82	84	80	84	79	84	83
Long-standing traditions in a relatively old school	37	55	50	37	48	45	51	46	50	47
Inability to obtain funds for experimental activities	75	76	75	77	75	79	81	66	78	75
Teacher tenure	45	45	47	35	45	48	50	43	42	45

TABLE 86

Below are listed several factors which could be considered as "roadblocks" preventing principals from doing the job they would like to do. Using the three alternatives below, indicate whether each factor has or has not, been a "roadblock," on doing what you would like to have done since you assumed your present principalship.

Southeastern principals, as compared with principals in other regions, more frequently mention lack of district-wide flexibility, lack of funds for experimental activities, quantity and quality of teaching staff, and lack of competent office help as major or minor roadblocks. Principals of independent schools less frequently than others report difficulty with lack of district-wide flexibility, teacher tenure, superintendents who fail to measure up, compulsory attendance laws, and defective communication among district administrative levels. Many of these differences may be attributed to the irrelevance of the questions to the independent school situation.

The tradition of American public education is one of decentralization and local control—and sensitivity to local influence. Data in Table 87 (see also Table B87) show the extent to which several kinds of interest groups, external to the

TABLE 86 (Contd)

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Superintendent (s) who has not measured up to your standards or expectations	41	44	44	35	44	36	40	44	43	42
Variation in the ability and dedication of teachers	89	88	89	85	89	85	89	91	87	88
Tendency for older teachers to frown on new methods	62	65	65	60	64	62	62	66	64	64
Compulsory school attendance laws	36	35	39	19	38	29	35	38	34	35
Insufficient space and physical facilities	79	78	79	78	78	80	80	82	76	78
Time taken up by administrative detail (at the expense of more important matters)	88	85	87	84	88	81	89	88	86	87
Defective communication among various district administrative levels	43	39	43	30	48	35	40	44	40	41
Quantity and quality of teaching staff	67	74	72	64	73	64	68	79	69	71
Lack of competent office help	44	48	45	51	45	50	43	55	44	46

*Entries are the percent of principals choosing alternatives 1, a "major" roadblock, and 2, a "minor" roadblock.

schools, are seen by principals as exerting pressure in order to effect certain changes in the operation of their schools. Entries in this table are the percent of principals who reported either "strong or frequent pressure," or "occasional

TABLE 87

Below are listed several kinds of individuals or groups external to the schools which may have sought successfully or unsuccessfully to bring about certain changes in the operation of your school. Using the three alternatives provided, indicate the strength or extent of influence of each interest on your school in the past two years.

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Athletic minded persons (especially alumni)	41	57	55	30	55	34	42	52	54	51
Extreme right-wing individuals or groups	19	17	19	15	18	18	24	17	20	18
Extreme left-wing individuals or groups	10	13	13	7	12	11	9	14	12	12
Individuals or groups seeking to censor books	22	12	18	12	18	11	18	13	18	17
State Legislature investigating committees	8	9	9	6	[illegible]	3	6	11	9	9
State colleges and/or universities	41	49	50	30	56	31	32	43	51	46
Automobile association, insurance companies, etc. concerning driver education	32	30	34	17	34	20	29	20	32	31
Individuals, groups, concerning testing programs (e.g., "personality" tests)	[illegible]	33	35	25	35	26	29	[illegible]	36	[illegible]
Individuals, groups concerning implementation of various recommendations of Conant, the Rockefeller Report, Rickover, etc.	34	27	34	19	32	21	33	22	32	30
Religious or church groups	32	39	37	25	37	26	27	29	41	35
Local newspaper(s) editorial policy	35	27	33	11	31	21	30	29	31	31
That element of the business community which employs students or graduates	28	22	27	13	26	18	22	26	25	25
Other elements in the business community	18	22	22	9	21	17	11	20	22	20

TABLE 87 (Contd)

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Local labor organizations	6	4	6		5	6	4	5	6	5
Citizen or parent groups (other than the PTA)	54	51	60	38	59	48	51	56	59	56

*Entries are the percent of principals who chose either alternative 1 (Strong and/or frequent pressure) or alternative 2 (Occasional and/or moderate pressure).

or moderate pressure." Principals most frequently report pressures from "citizen or parent groups (other than PTA)." "Athletic-minded persons" is the second most frequently mentioned source of external pressure. About 46% of the principals indicated that colleges and universities had exerted influence. Other often-mentioned sources of influence were "religious groups" (noted by 35% of the principals), those "concerned with testing programs" (33%), "local newspapers" (31%), "automobile associations, insurance companies, etc. concerning driver education" (31%), and those "seeking to implement the recommendations of Conant, the Rockefeller Report, Rickover, etc." The possible source of pressure least frequently reported (5%) is "local labor organizations."

Regardless of the alternatives that were suggested, the independent school principals uniformly reported less frequent attempted influence by outside groups. Differences among other subgroups indicate that sports-minded persons have less frequently sought to influence principals in urban areas, in the Northeast, and in private schools. Right-wing pressures are relatively more often encountered in areas other than the Northeast. The influence of state colleges or universities has been felt least frequently in independent schools and in the Northeast, but most frequently in the West. People concerned about testing programs have been most often encountered in the West. "Citizen or parent groups (other than the PTA)" and "religious groups" appear to be more active in the West than in the East.

An indication of the desire on the part of principals for greater influence over parents is given in Table 88 and in Table B88.

TABLE 88

Do you feel that you, as principal, should have greater control than you presently have over parental behavior as it relates to school problems (e.g., the conduct of a child of a given parent)?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Yes	[illegible]	[illegible]	36	21	35	25	31	31	35	33
No	[illegible]	50	63	79	64	74	68	68	64	66

Overall, one-third of the principals feel that they should have greater control than they presently have over the behavior of parents as it relates to school problems. This belief is more often characteristic of principals of small town and rural high schools, where nearly four out of 10 principals indicate a desire for greater influence over parental behavior relating to the education of their children, and less often characteristic of principals of independent schools.

Principals were also asked about public accusations of anti-Americanism or lack of patriotism on the part of staff members. Table 89 contains these results (see also Table B89.

TABLE 89

In the past two years have there been any incidents where individual citizens or groups of citizens have become publicly angry about alleged "anti-Americanism" or "lack of patriotism" on the part of some members of your staff?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
No, none	92	94	93	95	93	95	94	96	92	93
Once or twice	8	5	6	4	7	4	6	3	7	6
Several such incidents	1	0	0	0	0	0	0	1	1	0
Many times	0	0	0	0	0	0	0	0	0	0

With better than nine out of 10 principals reporting no difficulties of this nature, generally speaking the problem of alleged "Un-Americanism" on the part of members of their staffs would not appear to be a severe one for principals. In absolute numbers, however, there have probably been close to 1,000 separate incidents of such problems in the past two years, which may be of some significance.

Table 90 (and Table B90) presents analogous data on the question of whether, in the past two years, there have been incidents in which citizens have sought to censor particular books assigned by members of the principal's staff.

TABLE 90

In the past two years, have there been any incidents where individual citizens or groups of citizens sought to bring pressure to bear on you in regard to particular books held to be inappropriate which were assigned by members of your teaching staff?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
No, none	74	88	81	84	80	86	80	88	79	81
One or two	22	11	16	14	17	13	17	10	18	16
Several such incidents	3	1	2	1	2	1	2	1	3	2
Many times	1	0	0	0	0	0	0	0	0	0

The data suggest that assignment of particular books is somewhat more often a cause for public concern than is alleged anti-Americanism. Almost one out of five principals report citizen apprehension about reading assignments. Again, however, the fact of the absolute number of these occurances may be of some interest. There was a slight tendency for proportionally more such incidents in urban areas.

International circumstances represent another general source of influence on American secondary education. Table 91 contains responses to a question about the existence of "crash programs" which could be attributed to real or alleged Soviet scientific and technological advances (see also Table B91).

TABLE 91

Have there been any "crash" programs at your school which you can attribute more or less directly to the (real or alleged) Soviet scientific and technological advances?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes	24	25	27	9	26	17	21	30	23	24
No	76	75	72	91	74	83	79	70	76	76

About one-quarter of the principals report that Soviet advances *have* led to curriculum revisions. The proportion is somewhat higher in the Southeast, but is notably less in independent as compared to public schools.

Compensations in the Principalship

An important question in understanding a professional field has to do with the nature of its compensations. What are the *satisfactions* that might lead one to entering the occupation in the first place, and then to stay once having entered it? The next group of tables is concerned with various aspects of the "job satisfaction" of high school principals.

Table 92 summarizes the answers to a question aimed at "job satisfaction" very broadly conceived (see also Table B92).

TABLE 92

If you had your life to live over, would you choose educational administration as a career?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes	65	56	60	61	60	62	61	60	59	60
Uncertain	20	24	23	19	23	20	21	21	23	23
No	15	19	17	18	17	17	17	17	17	17

Sixty percent of the principals gave an unqualified "yes" to this question. Satisfaction by this definition is somewhat greater in urban areas than in small town and rural areas, with little regional variation. About 17%, or roughly one out of six, expressed definite disenchantment.

Degree of satisfaction with the respondent's present principalship is suggested by the data in Table 93 (see Table B93 also). This table provides information regarding some of the kinds of assignments in the educational community to which current principals aspire.

TABLE 93

Do you hope to move on eventually to another position in the educational community?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
No	37	26	27	34	26	35	16	31	24	28
I am uncertain	25	25	24	27	28	23	25	25	26	25
Yes, to a principalship in a larger school or district	5	18	14	3	12	10	9	11	14	12
Yes, to a principalship in a smaller school or district	[illegible]	0	0	2	0	0	[illegible]	[illegible]	0	[illegible]
Yes, to return to teaching	6	5	3	10	5	7	7	4	6	5
Yes, to a superintendency	11	16	15	4	15	9	11	14	15	14
Yes, to a position in a junior college	[illegible]	2	1	1	1	1	1	0	2	1
Yes, to a position in a four-year college or university	4	4	4	2	4	3	4	5	4	4
Yes, to some other position	11	7	10	11	10	10	10	8	10	10

In the total sample, about three principals in 10 are unequivocally satisfied with their present position in the sense of having no plans to move on to another position — the proportion higher among urban principals. Another 25% of the total are uncertain.

Of those desiring to move to another assignment, the position most frequently indicated is a superintendency. Principals in small town and rural areas more frequently have this particular ambition. The next most frequent intention is a move to a principalship in a larger school district. Principals in small town and rural areas more frequently aspire to this type of position also. Five percent of the principals would like to return to teaching, and 4% hope to move to a position in a college or university. Apparently, many of the avenues of position mobility are not as available to the independent school principals as to the public school principals. The most frequently contemplated change for him is to return to teaching.

Among the more tangible compensations in any occupation are the monetary ones. Salary data are reported in Table 94 (see also Table B94).

The median salary of the total sample of principals is about $8400. The concentration of city school principals at the lower extreme is a reflection of the large number of religious schools included in this category; the principals are members of religious orders and receive little or no salary. A large proportion (59%) of the independent school principals report a salary of less than $6000 per year. Salaries are relatively higher in the cities and in the Northeast and are relatively lower in rural areas and in the Southeast.

TABLE 94

What is your current annual salary as a principal?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Less than $6,000	19	17	9	59	15	31	18	18	18	18
$6,000 to $6,999	3	20	14	4	13	12	4	20	13	12
$7,000 to $7,999	6	24	18	4	17	11	8	20	17	16
$8,000 to $8,999	10	18	17	5	16	10	11	17	15	15
$9,000 to $9,999	13	10	13	4	12	7	11	13	11	11
$10,000 to $12,499	22	8	18	9	17	13	27	9	15	17
$12,500 to $15,000	14	4	8	5	7	7	12	8	7	7
$15,000 to $17,500	4	1	2	2	2	2	4	2	2	2
More than $17,500	2	0	1	2	0	3	3	0	0	1

Data presented in Table 95 (and in Table B95) indicate the extent of the practice of basing the principals' salaries on an index ratio above the salaries of teachers in their schools who have master's degrees.

TABLE 95

Is your salary based on an index ratio above the salary of a teacher in your school who has a Master's degree?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Yes	42	33	40	17	38	29	28	53	33	36
No	58	66	59	77	61	68	72	46	66	63

The salaries of approximately one-third of the principals in the United States are determined by such an index ratio. The proportion of principals with an index ratio salary is much higher in the Southeast, where the pay of 53% of the principals is governed by such a policy. In the Northeast, and especially in independent schools, the practice is proportionally much less prevalent.

Type and length of contractual arrangement are relevant considerations. Data bearing on this matter are in Table 96 (see Table B96 also).

Nearly half of the principals in the total sample have only a one-year contract. Compared to urban principals, slightly more than twice as many rural principals have one-year contracts. Principals of independent schools tend to be appointed for longer contracts (6 or more years) and to be working with indefinite or no contractual arrangements. Tenure arrangements are rare among independent school principals.

Overall, one out of five principals has tenure. Proportionally, almost twice

TABLE 96

For how many years is your present appointment?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
One year	29	64	55	3	51	29	13	53	56	47
Two years	4	6	6	3	5	5	6	1	8	5
Three years	6	5	6	8	6	6	6	2	7	6
Four years	1	1	1	1	1	0	1	1	1	1
Five years	1	1	1	3	1	1	1	1	1	1
Six or more years	7	2	1	19	3	9	6	2	4	4
Tenure	26	14	23	3	24	15	43	23	9	20
Indefinite, no contractual arrangement	24	8	7	48	11	32	22	19	12	15
Other	2	1	1	4	1	3	2	1	1	1

as many urban principals as rural principals have tenure. The regional differences are even more pronounced: tenure appointments are relatively rare for principals in the West.

How do principals perceive their social class position? The results for a five-way breakdown are given in Table 97 and in Table B97.

TABLE 97

To what social class in this country do you feel you belong (e.g., middle class, upper class, or working class)?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Upper	5	5	5	7	4	8	6	8	4	5
Upper middle	43	35	41	32	39	36	42	35	38	38
Middle	46	52	49	49	50	47	46	48	51	49
Lower middle	3	5	4	4	4	4	3	5	4	4
Working	2	2	2	5	2	3	2	3	2	2

The overwhelming majority (87%), of American high school principals consider themselves to be either the middle class or the upper middle class. In view of their predominantly working class backgrounds (the chief occupation of the fathers of 59% of the principals was either farmer or laborer, see Table 7), the present middle class status of many principals is likely to represent a substantial occupational compensation. There is relatively little variation among the subgroups of principals in regard to their social class identification.

For individuals in most professions, an important question is whether they are accorded the status and prestige to which their education, training, and work appear to them as just. Table 98 (and Table B98) indicates the proportion of principals (1) who feel that lack of appropriate professional status and prestige is a serious problem, and (2) who think that the NASSP should be concerned with the professional status of principals to the extent of taking additional steps to ensure that its members are accorded the appropriate prestige.

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TABLE 98

There has been concern expressed by some principals that in general principals are not accorded the professional status and prestige to which they are properly entitled by virtue of education, training, and the work they do.

Alternative*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Would you agree this is a serious problem?	28	38	36	22	34	32	31	42	31	33
Do you feel that the NASSP should take additional steps to help insure its members are accorded appropriate professional status and prestige?	51	54	57	36	55	47	52	59	51	53

*Entries are the percent of principals choosing alternative 1 (Yes).

One-third of the principals in the United States agree that not being accorded appropriate professional status and prestige represents a serious problem. This is a particularly important problem in the Southeast and in small town and rural areas. Independent school principals less frequently voice agreement with such a concern. Over half of the principals in the United States feel that the NASSP should take additional steps to help bring about appropriate recognition of principals. Overall, the results presented in Table 98 suggest that difficulties in securing proper professional status and prestige are an important source of dissatisfaction for principals.

In order to assess the role of certain less tangible professional compensations, principals were asked the extent to which the following characteristics are associated with their principalship: job security, opportunity to be helpful to other people, prestige, opportunity for independent thought and action, and self-fulfillment. These results are presented in Table 99 (see also Table B99).

TABLE 99

The next five questions pertain to your job as it actually is, not how you think it should be.

Question and Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
How much job security do you have as principal of your school?										
Very little security	8	21	16	9	15	15	7	17	18	[illegible]
Some security	8	14	12	7	12	9	7	13	12	11
A moderate amount of security	20	27	25	18	24	21	17	24	26	24
Considerable security	33	26	29	31	29	29	33	28	28	29
Very much security	31	11	18	32	19	24	35	18	16	20

TABLE 99 (Contd)

Question and Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
How much opportunity to be helpful to other people does your position as principal provide you?										
Very little opportunity	[illegible]	2	1	[illegible]	[illegible]	[illegible]	1	[illegible]	1	2
Some opportunity	4	10	8	4	7	7	5	7	8	7
A moderate amount of opportunity	17	24	22	13	21	18	18	[illegible]	22	21
Considerable opportunity	44	43	44	42	45	40	44	43	44	44
Very much opportunity	34	20	24	40	25	34	32	29	24	27
How much prestige does your position as a principal give you in the community where your school is located?										
Very little prestige	2	4	3	[illegible]	3	3	[illegible]	2	3	3
Some prestige	7	14	11	10	11	13	8	9	12	11
A moderate amount of prestige	33	40	38	34	38	34	35	35	39	37
Considerable prestige	44	34	39	38	39	36	41	40	37	39
Very much prestige	14	8	10	15	10	14	14	13	9	11
How much opportunity for independent thought and action does your position as principal provide for you?										
Very little opportunity	3	6	5	2	5	4	4	3	6	5
Some opportunity	11	17	15	10	15	14	12	13	16	14
A moderate amount of opportunity	31	35	35	28	35	29	32	34	34	33
Considerable opportunity	41	33	36	39	37	31	38	38	36	37
Very much opportunity	15	8	9	21	9	17	14	12	9	11

TABLE 99 (Contd)

Question and Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
How much self-fulfillment (that is feeling of being able to use one's unique capabilities, of realizing one's potential) does your position as principal provide for you?										
Very little self-fulfillment	2	5	4	2	4	3	3	3	4	4
Some self-fulfillment	10	18	15	10	15	12	12	14	16	14
A moderate amount of self-fulfillment	30	36	35	27	35	29	32	35	34	33
Considerable self-fulfillment	42	32	36	40	36	37	38	36	36	36
Very much self-fulfillment	16	8	10	21	10	19	15	12	10	12

The data show that about half of the principals indicated that their job provided them with considerable or very much job security; over two-thirds said that their job provided them with considerable or very much opportunity to be helpful to other people; one-half reported that their job provided them with considerable or very much prestige; and slightly less than half reported that their principalship provided them with considerable or very much opportunity for independent thought and action or self-fulfillment. Principalships in independent schools, in urban areas, and in the Northeast appear to provide satisfaction along these five dimensions to a considerably greater extent than elsewhere.

Table 99 should be interpreted in the light of the data presented in Table 100. The principals were asked to report their beliefs about what their job *should* provide them (see also Table B100).

According to the data presented in Table 100, 75% of the principals feel that their jobs should provide them considerable or very much job security; 89% believe that their job should provide them considerable or very much opportunity to be helpful to other people; 72% believe that their job should provide them considerable or very much prestige; 83% feel that their job should provide them considerable or very much opportunity for independent thought and action; and 86% believe that their job should provide them considerable or very much self-fulfillment.

Comparison of the two tables implies that principals feel that they should be receiving somewhat more along each of these satisfaction dimensions than is actually provided. The discrepancy between the ideal and the actual job seems to be largest for self-fulfillment and smallest for the opportunity to be helpful to other people.

Differences between independent and public school principals suggest that the former desire job security less and opportunities to help others and self-fulfillment more. These differences, perhaps, reflect the values of the large proportion of principals in this category who serve religious affiliated schools.

TABLE 100

The next five questions pertain to your job as you think it should be, not necessarily as it actually is.

Question and Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In your opinion, how much job security should you have as principal of your school?										
Very little security	1	1	1	2	1	2	1	1	1	1
Some security	[illegible]	4	3	4	3	4	3	2	4	3
A moderate amount of security	18	23	21	23	21	22	19	16	24	21
Considerable security	45	49	48	43	48	42	44	46	48	47
Very much security	33	23	28	27	27	30	32	35	23	28
In your opinion, how much opportunity to be helpful to other people should your position as a principal provide for you?										
Very little opportunity	0	0	0	0	0	0	0	0	0	0
Some opportunity	1	1	1	1	1	1	1	1	1	1
A moderate amount of opportunity	7	11	10	9	10	11	8	10	11	10
Considerable opportunity	42	50	48	40	48	39	43	43	49	47
Very much opportunity	49	36	40	50	41	48	47	46	38	42
In your opinion, how much prestige should your position as a principal give you in the community where your school is located?										
Very little prestige	0	1	0	1	0	1	1	0	0	0
Some prestige	2	3	2	4	2	4	2	3	3	3

TABLE 100 (Contd)

Question and Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
A moderate amount of prestige	24	28	24	28	24	26	22	20	27	24
Considerable prestige	50	49	58	46	50	48	49	49	50	49
Very much prestige	27	19	23	20	23	21	27	29	19	23
In your opinion, how much opportunity for independent thought and action should your position as a principal provide for you?										
Very little opportunity	0	0	0	0	0	0	0	0	0	0
Some opportunity	1	2	2	2	1	1	1	1	2	2
A moderate amount of opportunity	12	19	16	17	16	16	13	14	18	16
Considerable opportunity	56	57	58	53	58	51	55	54	58	57
Very much opportunity	31	22	25	28	25	30	31	30	22	26
In your opinion, how much self-fulfillment (that is the feeling of being able to use one's unique capabilities or realizing one's potential) should your position as principal provide for you?										
Very little self-fulfillment	0	0	0	1	0	0	0	0	0	0
Some self-fulfillment	1	2	1	1	1	2	1	1	1	1
A moderate amount of self-fulfillment	10	15	12	14	12	14	10	12	13	12
Considerable self-fulfillment	48	53	52	45	52	44	48	49	52	51
Very much self-fulfillment	41	30	34	39	34	40	39	37	32	35

Civic and Professional Activities of Principals

Involvement of the Principal in the Civic and Social Life of the Community

In order to determine the degree to which principals participate in the organizational life of the community, they were asked how many civic and political organizations and in how many social or avocational organizations they presently hold membership. Data for civic organization membership are presented in Table 101, and data for social avocational organization membership in Table 102 (see also Tables B101 and B102).

TABLE 101

In how many civic and political organizations (e.g., Chamber of Commerce) do you presently hold membership?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
None	30	25	20	61	24	41	34	22	27	27
One	28	31	32	19	31	25	27	30	30	29
Two	25	26	27	11	26	19	21	27	25	25
Three	11	12	12	8	12	9	10	12	11	11
Four or more	8	7	8	3	7	6	7	8	7	7

Principals appear to be considerably more interested in civic and political organizations than they are in social or avocational groups. Twenty-seven per cent of the principals belong to no civic organizations, while 43% belong to two or more such organizations. Fifty per cent of the principals belong to no social or avocational organizations, and only 19% belong to two or more such groups. Except for differences between independent and public school principals, there is relatively little variation among the subgroups with respect to membership in voluntary organizations. Independent school principals tend not to hold membership in civic, political, social or avocational organizations.

TABLE 102

In how many social or avocational organizations (e.g., Country Club) do you presently hold membership?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
None	50	49	46	67	49	54	48	51	50	50
One	30	32	33	20	32	27	30	30	32	31
Two	13	13	14	8	13	12	13	13	13	13
Three	4	4	4	3	4	4	5	3	3	4
Four or more	3	2	3	2	2	3	4	2	2	2

Professional Activities of the Principal

In addition to the long work week and heavy on-the-job responsibilities, many high school principals see fit to participate in the activities of professional organizations and to devote time to professional self-improvement activities. Relevant data are presented in Table 103 (see also Table B103).

TABLE 103

Professional activities of principals.

Question*	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Have you attended a statewide or nationwide meeting of secondary school principals in the past two years?	83	71	79	64	79	65	80	82	72	76
Using the four alternatives provided, indicate the extent to which you have done the following during the past two years:										
Participated in the activities of professional associations (local, state, national)?	62	56	63	40	61	49	55	57	57	58
Studied through higher educational institutions (e.g., summer school, extension courses, afternoon and/or evening courses, etc.)	33	46	40	42	41	37	31	38	45	40
Traveled professionaly outside your district	38	26	32	29	31	32	33	34	30	31
Been involved in conducting research in education?	28	19	24	21	23	24	25	22	23	23
Participated in workshops or educational conferences?	67	53	60	55	60	55	61	61	57	59
Participated in community activities (e.g., service clubs, church organizations, civic organizations, etc.)?	71	75	78	53	76	62	63	81	75	73

*Entries for the first four questions are percent of principals choosing alternative 1 (Yes). For the fifth question, entries are percent of principals choosing alternatives 1 (Yes, several times), 2 (Yes, twice), and 3 (Yes, once). For the remaining six questions, entries are for alternatives 1 (Very extensively) and 2 (Quite extensively).

In the past two years, 76% of the principals have attended a state-wide or national meeting of secondary school principals, and over half report that they have participated extensively in the activities of professional organizations.

With regard to professional improvement, 59% of the principals indicate extensive participation in workshops or educational conferences in the last two years, 40% have studied extensively through higher educational institutions, nearly a third have traveled professionally outside of their districts, and nearly a quarter report extensive involvement in educational research.

How do high school principals understand the idea of a profssion (and a professional)? In one questionnaire, principals were asked whether five elements of a definition of a professional apply to high school principals. The five qualities were knowledge, dedication to one's job, dedication to human betterment, ethicality, and concern for the well-being of the profession. Data are reported in Table 104 (see also Table B104).

TABLE 104

(Paraphrased extensively) Five possible qualities of a professional person are (A) Knowledge, (B) Dedication to one's job (C) Dedication to human betterment, (D) Ethicality, and (E) Concern for the well-being of the profession. Do you believe that these five qualities apply to the profession of secondary-school principals?

Response Alternative	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
Yes, I believe all five apply or should apply	77	77	80	66	78	73	75	81	77	77
In my opinion, quality "A" does not or should not apply	4	3	4	3	4	4	4	4	3	4
Quality "B" does not or should not apply	1	1	1	1	1	1	1	1	1	1
Quality "C" does not or should not apply	1	1	1	1	1	1	1	1	1	1
Quality "D" does not or should not apply	6	5	5	11	6	7	6	4	6	6
Quality "E" does not or should not apply	1	1	1	2	1	2	1	1	1	1
Some combination of two or more of the five qualities do not or should not apply	6	7	6	8	7	7	6	6	7	7
I do not consider secondary-school principals to be professionals by any definition of "a profession"	0	1	0	1	1	1	1	1	1	1
No opinion	3	3	2	6	3	4	3	3	3	3

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The majority (77%) of the principals were of the opinion that all five suggested qualities of a professional person either apply or should apply to scondary school principals. Small departures from unanimity resulted for "knowledge" and "ethicality." The later might possibly represent a preference for a code of ethics other than the NEA's. High school principals, almost to a man, *do* consider themselves to be professionals.

Principals were also asked which of these qualities is most in evidence and which is least in evidence among secondary school principals. They were also asked to give their opinions regarding which of the qualities the NASSP has been most successful in encouraging and which it has been least successful in encouraging in its membership. These data are reported in Table 105 (see Table B105 also).

Principals are of the opinion that, of the alternatives provided, "dedication to one's job" is the quality most in evidence among secondary school principals as a whole; and "dedication to human betterment" is thought to be the next most evident quality. On the other hand, "concern for the well-being of the profession" is held to be the least evident quality, with "ethicality" the next least evident quality. Principals feel that the NASSP has been most successful in encouraging "concern for the well-being of the profession" among its membership and least successful in encouraging ethicality or adherence to a code of ethics among its membership. There is little variation among subgroups of principals in their opinions about the principalship and about the NASSP in relationship to a five-postulate definition of a profession.

TABLE 105

(Paraphrased extensively) Five possible elements of a definition of a professional, or in other words, five possible qualities of a professional person are (1) Knowledge, (2) Dedication to one's job, (3) Dedication to human betterment, (4) Ethicality, and (5) Concern for the well-being of the profession. Using these five qualities, answer the following questions.

Question	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Independent	Comprehensive	Other	NE	SE	West	
In your experience, which qualities, one of the five outlined above, is in your opinion most in evidence among secondary-school principals as a whole?										
Knowledge	6	7	7	6	7	7	5	6	7	7
Dedication to one's job	58	54	56	54	57	51	61	53	55	56
Dedication to human betterment	22	24	23	24	22	26	19	27	23	23
Ethicality	1	1	1	1	1	1	1	1	1	1
Concern for the well-being of the profession	12	13	13	14	13	14	13	13	13	13
Which one of the five qualities is in your opinion least in evidence among secondary-school principals?										
Knowledge	25	18	21	24	21	23	23	20	22	21

TABLE 105 (Contd)

Question	Location		Type		Program		Region			Total Sample
	Urban	Rural	Public	Inde-pendent	Compre-hensive	Other	NE	SE	West	
Dedication to one's job	4	5	4	5	4	6	4	6	4	5
Dedication to human betterment	16	15	15	17	15	15	19	12	16	15
Ethicality	20	29	27	16	25	21	19	29	36	25
Concern for the well-being of the profession	32	30	32	34	33	29	34	33	31	32
Which one of the five qualities (if any) do you feel the NASSP has been most successful in encouraging among its membership?										
Knowledge	18	16	18	13	18	13	20	16	16	17
Dedication to one's job	13	13	13	14	13	13	13	16	12	13
Dedication to human betterment	18	18	19	15	19	16	16	19	18	18
Ethicality	2	5	4	2	4	4	2	5	4	4
Concern for the well-being of the profession	43	41	41	42	41	43	41	39	43	42
Which one of the five qualities do you feel the NASSP has been least successful in encouraging?										
Knowledge	19	20	20	19	19	22	19	21	20	20
Dedication to one's job	12	13	13	12	12	12	12	10	14	13
Dedication to human betterment	22	18	20	21	20	21	20	19	21	20
Ethicality	24	25	26	18	26	19	24	28	24	25
Concern for the well-being of the profession	14	14	15	11	15	11	15	15	14	14

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Appendix A

The Questionnaire

In planning this research program on the principalship, an NASSP Committee on the Study of the Secondary School Principalship decided that the first step would be to survey all senior high school principals in the United States through a mailed questionnaire. Two reasons for including all of the senior high school principals in the survey were (1) to provide an opportunity for all senior high school principals to participate in the study, and (2) to broaden the scope of the study by subdividing the total group of principals and sending each subgroup a different questionnaire. By dividing the total population into subgroups on a random basis, it was possible to increase the total number of questions asked without creating a burden for any one participant and still to obtain responses to each question from a sample sufficiently large to draw dependable conclusions.

Initial planning for this study was done jointly by members of the ETS staff and the NASSP Committee on the Study of the Secondary School Principalship. Questionnaires were to be designed to include items falling into four broad categories: (1) questions providing a background of information concerning training, career patterns, and demographic circumstances of principals; (2) questions covering facts about the salary, working conditions, and role of the principal; (3) questions having to do with secondary school administration as a profession and career; and (4) questions providing data about the opinions of principals concerning a number of educational issues having broad educational significance.

Preliminary forms of the questionnaires were then developed, with some items cast in multiple-choice format, and others, for which it was difficult to anticipate appropriate response categories, cast in a free-response format. In the spring of 1963, the preliminary questionnaires were pretested with a group of 236 principals, each of whom had gained recognition for leadership in his state and/or the national organization. They were asked to answer the questions, make suggestions as to how each question might be improved, and suggest new questions that would tap important areas not covered by the questionnaires.[1]

On the basis of the pretesting, questions were revised, ambiguous items were eliminated, new questions were written, and in order to make use of efficient electronic data processing procedures, all questions were expressed in multiple-choice format. The final set of questions was then organized into five forms of the questionnaire, each consisting of 125 questions. There was some overlap in the questions included in the five forms. Specifically, 54 questions were common to all forms, 10 questions appeared on four of the forms, 5 questions on three of the forms, 18 questions on two of the forms, and 264 questions on only one form. Thus, 351 different questions were asked of principals in the five forms. All questions were answered on a separate answer sheet.

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[1] This part of the study was directed by Donald Mills.

In November 1963, every senior high school principal in the United States was mailed one of the five different forms of the questionnaire. To insure that each form would be completed by a representative group, the five samples were stratified with respect to state, by dividing the schools in each state into spiraled fifths and sending one of the five forms to the principals of each fifth of the schools in that state. This procedure insured that there were no regional biases with respect to which principal received which form.

The survey documents included a questionnaire, an answer sheet, a prepaid return envelope, and a letter from Ellsworth Tompkins, Executive Secretary of the NASSP, which described the project briefly and requested the principal's cooperation.

The instruction page and a typical page of one of the questionnaire forms are a part of this appendix.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

STATUS SURVEY OF THE SENIOR HIGH SCHOOL PRINCIPALSHIP

Background and Directions for Completing This Questionnaire

PURPOSE

American high schools are fulfilling an increasingly vital function in the life of the nation. In order that the responsibilities which go with this vital function may be met adequately, there is a need for as much knowledge as possible about all the important characteristics of American high schools. Since the principal is certainly one of the most influential persons in determining the quality of education provided by a high school, there is also a critical need for as much information as possible about the characteristics of the American high school principalship. To aid in meeting this need, the National Association of Secondary School Principals, in cooperation with Educational Testing Service, is conducting a survey of all American senior high school principals. This questionnaire, in which you are asked a variety of questions about your background, working conditions, and opinions, is a part of this survey. Your answers and the answers of other principals will be combined to obtain comprehensive descriptions of the senior high school principalship. In order that these descriptions may be as accurate as possible, it is essential that you complete the questionnaire.

HOW THE RESULTS WILL BE REPORTED

In reporting the results of this survey, only statistical summaries of the responses of groups of principals will be cited. In no case will the answers of an individual be singled out. All individual answers will be held in strict confidence. You are urged, therefore, to make every answer a sincere one.

DIRECTIONS

1. All answers are to be recorded on the separate answer sheet. Make no answers or marks in the questionnaire booklet. Use any type of soft lead pencil. If you erase, do so completely. Do not use an ink or ball point pen. DO NOT FOLD THE SEPARATE ANSWER SHEET.

2. In the upper left-hand corner of the answer sheet your CONTROL NUMBER is printed. Under each of the five digits is a column of ten boxes numbered 1, 2, etc. Go down the column under the first digit, locate the box labeled with the corresponding digit, and blacken that box. Do the same for the remaining four digits.

3. There are several different forms of this questionnaire. You are completing Form 2. Please blacken the box numbered 2 in the space where "GRID YOUR FORM NUMBER IN THE APPROPRIATE BOX" is printed on the questionnaire. Next write the number 2 in the space where you are asked to write the form number of the questionnaire to which you are responding.

4. Each question in the booklet is accompanied by a number of possible answers. You are to mark your answer by blackening the box corresponding to the alternative you choose. In order to make this procedure clear, please answer the following example question.

EXAMPLE: Which form of the principalship questionnaire are you completing?

1. Form 1
2. Form 2
3. Form 3
4. Form 4
5. Form 5

Since you are completing Form 2, your answer sheet should look like this:

E
X
A
M
P
L
E

☐1
■
☐3
☐4
☐5

5. The number above each set of boxes indicates which question in the test booklet these particular boxes are intended to answer. Be sure this number always is the same as the number of the question in the test booklet which you are answering.

6. Mark only one answer for each question. Regardless of the number of choices available for particular questions, you are to mark only one alternative.

7. You should answer every question. Pay close attention to the various special directions throughout the questionnaire. It is in the nature of questionnaires of this sort that for some questions none of the alternatives provided will correspond exactly to your past situation or your present point of view. In these cases, mark the alternative which comes closest to the answer you would like to give.

8. When you are finished make certain there are no stray marks on the answer sheet. There must be no marks other than those in the answer boxes, except for the place where you wrote your form number.

9. Place your completed answer sheet, unfolded in the postage paid return envelope which has been provided, and return it to Educational Testing Service.

Thank you in advance for your cooperation in this important survey.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
STATUS SURVEY OF THE SENIOR HIGH SCHOOL PRINCIPALSHIP

1. Are you a member of the National Association of Secondary School Principals?

(1) Yes
(2) No, but I have been in the past
(3) No, and I never have been

2. Which of the following population categories best describes the location of the senior high school of which you are principal?

(1) City of more than 1,500,000 population
(2) City between 250,000 and 1,499,999 population
(3) Urban area between 5,000 and 249,999 population
(4) Small town below 5,000 population
(5) Rural

3. Which of the following categories best describes the senior high school of which you are principal? Choose only one answer.

(1) Public
(2) Parochial or diocesan
(3) Private, religious affiliated
(4) Private, not religious affiliated
(5) Other

4. Which of the following types best describes the senior high school of which you are principal?

(1) General comprehensive high school
(2) Vocational high school
(3) Academic or college preparatory high school only
(4) School for the handicapped
(5) Other

5. The residences in the area served by the senior high school of which you are principal are best described as primarily: (Choose only one answer)

(1) Expensive private homes
(2) Moderate-priced homes
(3) Low-cost homes
(4) High rental apartments
(5) Low to moderate rental apartments
(6) Low income areas
(7) About equally apartments and homes
(8) Farmer owned or tenanted
(9) Students are resident students -- cannot estimate

Questions 6 and 7: The next two questions concern geographical region. The states to be included in each region in answering these two questions are indicated below:

A. New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
B. Mideast: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
C. Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
D. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
E. Southwest: Arizona, New Mexico, Oklahoma, Texas
F. Rocky Mountains: Colorado, Idaho, Montana, Utah, Wyoming
G. Far West: California, Nevada, Oregon, Washington
H. Non-contiguous states: Alaska, Hawaii
I. Other: Guam, Puerto Rico, etc.

6. In which geographical region is your high school located?

(1) New England
(2) Mideast
(3) Southeast
(4) Midwest
(5) Southwest
(6) Rocky Mountains
(7) Far West
(8) Non-contiguous states
(9) Other

7. In which geographical region was your home during the time you were growing up? If you lived in more than one region choose the one you think of first when you think of home. Choose only one answer.

(1) New England
(2) Mideast
(3) Southeast
(4) Midwest
(5) Southwest
(6) Rocky Mountains
(7) Far West
(8) Non-contiguous states
(9) Other

Appendix B
Supplementary Data

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As noted in the text, because of the nature of the data, the number of ways of classifying principals is potentially very large. In addition to the (A) Location (Urban-Rural), (B) Type (Public-Independent), (C) Program (Comprehensive-Other), and (D) Region (Northeast, Southeast, and West) classification categories by which the data are organized in the body of the report, three additional classifications were employed in a supplementary analysis of the data. These are (E) Per-Student Expenditure for Instructional Purposes (Low, Medium, and High), (F) Years of Experience as a Principal (Low, Medium, and High), (G) Size of School (Small, Medium, and Large). Responses to all of the items in the five questionnaires classified according to these categories comprise this appendix.

TABLE B2

What is your sex?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Male	81	95	94	88	89	90	85	91	96
Female	19	5	5	12	10	9	14	9	3

TABLE B3

What is your age?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
23 or under	0	0	0	0	0	0	0	0	0
24-29	4	4	3	15	3	0	8	2	0
30-34	12	12	10	27	19	2	16	10	3
35-39	18	18	17	24	27	11	18	20	12
40-44	16	16	17	14	21	15	15	19	16
45-49	16	14	15	9	13	18	13	16	18
50-54	15	14	16	6	10	21	12	15	20
55-59	12	12	13	3	6	19	10	12	18
60 or older	7	8	8	1	2	13	7	7	12

TABLE B4

In which geographical region was your home during the time you were growing up? If you lived in more than one region choose the one you think of first when you think of home. Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
New England	4	8	12	7	8	7	7	8	8
Mideast	12	16	25	18	18	16	12	19	24
Southeast	42	14	4	16	18	25	22	24	14
Midwest	27	45	38	41	38	34	40	35	34
Southwest	10	9	6	8	8	9	11	6	6
Rocky Mountains	2	4	4	4	3	3	4	2	3
Far West	3	5	10	5	6	5	4	4	12
Non-contiguous states	0	0	0	0	0	0	0	0	0
Other	1	0	1	1	1	1	1	1	0

TABLE B5

Which of the following population categories best describes the community which you think of as your home town during the time you were growing up?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
City of more than 1,500,000 population	6	4	7	6	7	4	5	4	9
City between 250,000 and 1,499,999 population	9	6	8	8	8	7	6	7	12
Urban area between 5,000 and 249,999 population	25	29	32	30	29	27	23	30	39
Small town below 5,000 population	28	35	32	30	32	33	34	32	25
Rural	32	26	21	25	24	29	32	26	16

TABLE B6

Which of the following best describes your father's chief occupation? Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Farmer	31	28	23	23	24	31	33	25	19
Skilled, semi-skilled, or unskilled labor	32	33	32	36	35	29	30	34	33
Supervisory work	8	8	8	9	8	7	7	8	8
Retail clerk, office work, or salesman	7	8	7	9	8	7	6	9	9
Sub-professional (musician, pharmacist, etc.)	2	2	2	2	2	2	2	2	3
Teacher	4	4	4	3	4	4	3	4	5
Scientist, engineer, etc.	1	1	2	2	1	1	1	1	2
Other professional (lawyer, physician, minister, etc.	5	5	8	5	5	7	6	5	7
Independent businessman or executive in large corporation	10	11	14	11	12	11	10	11	13

TABLE B7

How much formal education did your father have? Indicate only the highest level.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Did not complete grade school	26	24	24	22	24	27	26	24	23
Finished grade school	26	28	23	26	26	26	26	27	24
Some high school	19	18	16	19	18	17	17	19	18
Finished high school	10	11	11	13	11	10	10	11	11
Some college or junior college	8	8	9	8	8	8	8	8	10
Business or trade school (after completing high school)	2	3	4	3	3	3	3	3	3
Finished four years of college	3	3	4	3	3	3	3	3	4
Some graduate or professional school	1	1	2	2	2	2	2	2	2
Attained a graduate or professional degree	3	4	6	4	4	4	4	4	5

TABLE B8

How much formal education did your mother have? Indicate only the highest level.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Did not complete grade school	19	16	16	13	16	19	18	16	17
Finished grade school	28	29	25	24	26	29	27	28	29
Some high school	21	19	17	21	19	19	19	20	18
Finished high school	15	17	19	21	18	15	17	17	17
Some college or junior college	10	13	13	12	12	12	12	12	11
Business or trade school (after completing high school)	2	2	3	3	3	1	2	2	3
Finished four years of college	3	3	4	3	4	3	3	3	4
Some graduate or professional school	1	1	1	1	1	1	1	1	1
Attained a graduate or professional degree	1	1	1	2	1	1	1	1	1

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TABLE B9

At what age were you appointed to your first administrative or supervisory position in education?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Under 20 years	1	1	1	0	0	2	1	1	0
20 to 24 years	11	11	10	5	6	15	10	12	10
25 to 29 years	32	30	29	24	27	32	33	29	24
30 to 34 years	25	27	31	31	29	25	27	26	29
35 to 39 years	15	18	17	19	20	14	14	18	20
40 to 44 years	9	8	8	8	9	8	8	8	10
45 to 49 years	5	4	3	5	6	4	4	4	5
50 to 54 years	2	1	1	2	2	1	2	1	1
55 years or more	0	1	0	1	1	0	0	0	0

TABLE B10

At what age were you appointed to your first principalship?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Under 20 years	1	0	0	0	0	1	1	0	1
20 to 24 years	10	9	8	4	4	13	10	9	6
25 to 29 years	23	27	23	19	23	28	29	23	16
30 to 34 years	27	27	26	28	25	27	27	28	21
35 to 39 years	18	18	19	22	20	16	15	20	22
40 to 44 years	12	9	12	13	13	9	10	11	16
45 to 49 years	6	6	6	7	9	4	5	5	10
50 to 54 years	2	3	3	[illegible]	4	1	2	2	6
55 years or more	1	1	1	2	1	0	1	1	2

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TABLE B11

How many principalships have you held, including your present one?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
One	47	47	48	86	55	29	53	45	40
Two	27	29	26	12	36	31	27	29	28
Three	13	14	13	1	8	21	10	15	17
Four	6	6	8	0	1	11	4	7	9
Five	3	2	2	0	0	4	2	2	3
Six	1	1	1	0	0	2	1	1	1
Seven	1	0	1	0	0	1	1	0	1
Eight	0	0	0	0	0	0	0	0	0
Nine or more	0	0	0	0	0	1	1	0	0

TABLE B12

How many years of experience as a principal have you had in all? Count this year as one year of experience. Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
One year	8	8	6	35	0	0	11	6	4
Two or three years	16	13	13	65	0	0	18	13	9
Four or five years	13	13	13	0	54	0	15	14	10
Six or seven years	11	12	12	0	46	0	11	12	11
Eight or nine years	10	10	11	0	0	19	9	11	12
Ten to fourteen years	16	18	19	0	0	33	15	19	21
Fifteen to nineteen years	10	10	12	0	0	20	9	11	13
Twenty to twenty-four years	6	7	6	0	0	12	5	7	8
Twenty-five years or more	10	9	8	0	0	17	8	9	11

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TABLE B13

How long have you been principal of this school?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
This is my first year	16	16	13	43	12	7	19	15	11
This is my second year	15	13	14	34	11	6	16	12	12
This is my third year	12	12	12	23	13	6	13	12	10
4-5 years	18	17	18	0	42	14	17	18	19
6-8 years	15	16	16	0	21	19	14	15	19
9-11 years	8	9	10	0	0	17	7	9	12
12-14 years	5	6	5	0	0	10	5	6	6
15-17 years	4	4	5	0	0	8	4	5	4
18 years or more	7	7	7	0	0	13	6	8	7

TABLE B14

For how many years have you been employed full-time in non-educational positions (excluding military service)?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	56	49	54	50	50	55	51	53	53
One or two years	17	23	2[illegible]	20	20	19	19	20	21
Three or four years	12	13	12	12	14	11	13	11	12
Five or six years	6	7	6	7	[illegible]	6	6	7	6
Seven or eight years	3	4	3	5	4	3	3	3	3
Nine or ten years	2	2	2	2	2	1	2	1	1
Eleven or twelve years	2	1	1	1	2	1	1	1	1
Thirteen or fourteen years	1	1	1	0	1	1	1	1	1
Fifteen years or more	2	1	2	3	1	1	2	1	1

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TABLE B15

Which of the following categories best describes the high school from which you graduated?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Public	72	89	87	81	81	84	80	83	89
Parochial or diocesan	10	3	3	7	6	4	6	5	4
Private, religious affiliated	16	6	6	10	10	9	11	9	6
Private, not religious affiliated	1	1	4	2	2	2	3	2	1
Other	0	1	1	0	0	1	1	1	0

TABLE B16

What is the highest earned degree you hold?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
No college degree	0	0	0	0	0	0	1	0	0
Bachelor's degree or four-year teachers college degree	11	8	9	17	9	7	17	5	3
Master's degree in education	39	36	29	33	35	37	38	36	27
Master's degree in field other than education	5	3	4	5	4	3	4	3	3
Master's degree plus some additional graduate work	39	43	41	38	43	41	35	47	43
Master's degree plus all course work for a doctoral degree	3	6	9	4	5	6	3	6	13
Doctor of Education	1	2	5	1	2	3	1	2	8
Doctor of Philosophy	1	1	2	1	1	1	1	1	2
Some other degree	1	1	1	1	1	1	1	0	1

TABLE B17

Which of the following best describes the college or university where you did your undergraduate work? Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Public university	20	25	23	24	21	22	21	23	25
Public teachers college	22	28	26	25	27	25	28	25	20
Public college, not primarily a teachers college	9	7	7	9	9	7	9	8	7
Private teachers college	1	1	0	1	1	1	1	1	1
Private college, religious affiliated	33	24	20	27	26	27	26	28	26
Private college, not religious affiliated	2	4	9	3	4	5	4	[illegible]	6
Private university religious affiliated	10	6	5	7	8	7	7	8	6
Private university not religious affiliated	1	4	10	4	5	5	4	4	8
Some other type of college or university	0	0	0	0	0	0	0	0	0

TABLE B18

In which of the following areas did you major as an undergraduate? If you had a major in more than one area, choose the one in which you had the most hours. Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Humanities (e.g., literature, history, etc.)	31	26	30	27	27	31	26	30	34
Physical or biological sciences	17	18	19	14	16	20	16	19	19
Social Sciences (e.g., economics, sociology, anthropology, etc.)	13	15	14	11	13	15	13	14	15
Fine Arts	3	3	2	3	2	2	2	3	2
Engineering	1	2	2	1	1	2	1	1	2
Business	6	6	6	7	8	5	7	5	5
Physical Education	9	12	10	16	14	7	12	10	9
Education (other than Physical Education)	14	12	10	12	12	13	14	12	8
Other	6	6	7	7	6	6	7	6	5

TABLE B19

In which of the following areas did you minor as an undergraduate? If you had a double minor, choose the one in which you had the most hours. Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Humanities (e.g., literature, history, etc.)	26	24	25	25	25	25	24	25	27
Physical or biological sciences	17	20	20	19	19	19	19	20	19
Social Sciences (e.g., economics, sociology, anthropology, etc.)	18	19	19	18	19	18	18	19	19
Fine Arts	3	2	2	3	2	2	3	2	2
Engineering	1	1	2	1	1	1	1	1	2
Business	2	2	3	3	3	2	3	2	2
Physical Education	6	8	6	8	8	6	7	7	6
Education (other than Physical Education)	18	15	15	14	14	17	16	16	15
Other	9	8	8	8	8	8	9	8	7

TABLE B20

What is your major field of graduate study? Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Educational administration and supervision	66	75	70	60	68	75	66	73	73
Secondary Education	12	11	11	12	13	11	12	11	13
Physical Education	1	2	1	2	2	1	1	1	1
Some other educational specialty	3	3	4	6	4	2	4	3	3
Humanities or Fine Arts	10	5	8	9	7	6	8	7	7
Science or Engineering	3	1	2	4	2	2	3	2	2
Business	1	1	1	1	1	1	1	0	1
Other	2	1	2	2	2	1	2	1	1
I have done no graduate work	2	1	2	3	1	1	3	0	0

TABLE B21

About how many undergraduate education courses have you had?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
1 to 3 courses	1	1	3	2	2	1	3	1	0
4 to 6 courses	4	2	2	4	3	2	3	3	2
7 to 9 courses	7	3	4	8	5	3	7	4	2
10 to 12 courses	12	9	11	12	10	9	12	9	7
13 to 15 courses	15	15	12	16	14	14	16	15	11
16 to 18 courses	14	19	14	16	17	15	15	16	17
19 to 21 courses	14	15	16	15	14	15	14	17	13
22 to 24 courses	9	10	9	8	9	10	8	11	9
25 courses or more	24	26	27	19	24	28	22	24	38

TABLE B22

(Paraphrased) In which of the subject matters listed below have you had one or more courses?

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
School law	46	57	58	47	54	56	47	55	61
School finance and budgeting	63	73	68	59	66	72	62	71	75
Secondary school organization	92	95	90	87	93	95	88	95	98
Curriculum development	90	93	88	86	91	93	86	93	97
Research methodology	68	70	67	66	71	68	62	71	77
Tests and measurement	88	89	87	85	87	90	85	89	92
Psychology of learning	92	97	93	91	94	95	92	95	97
Vocational education	41	43	41	41	39	43	42	41	44
Counseling and guidance theory and practice	81	87	83	80	85	85	80	86	87
Child and adolescent development	89	91	87	88	89	90	87	91	92
Theology and religious education	52	35	32	42	40	39	43	39	35

*Entries are the percent choosing alternatives 2 (one course) and 3 (two or more courses).

TABLE B23

Below are listed courses which either are or could be taught in schools of education. Which of them do you consider to be absolutely essential for a beginning secondary school principal?

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Administrative theory and practice	42	42	41	37	41	43	39	41	44
Plant design and maintenance	7	9	8	7	8	9	9	8	7
General psychology	26	24	24	21	24	26	24	25	24
Public relations	35	34	31	33	34	33	34	33	30
Philosophy of education	33	27	27	27	30	29	27	29	34
Secondary school organization	45	41	39	36	39	46	40	44	42
Curriculum development	38	42	44	41	40	42	38	43	48
Counseling and guidance theory and practice	22	19	23	19	20	23	21	19	24
Planning, scheduling, extracurricular activities	32	32	26	28	30	33	29	33	32
School business management	28	24	27	25	25	27	29	25	21

TABLE B23 (Contd)

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
School law	32	33	31	32	34	31	34	31	29
Human relations	44	45	44	41	47	45	40	48	49
Psychology of learning	32	31	35	24	33	35	27	36	40
History of education	7	5	5	4	5	7	5	6	7
Research methodology	8	8	7	7	8	8	6	8	10
Supervision of instruction	56	59	55	50	55	59	50	61	62
Vocational education	4	4	4	4	4	4	4	4	4
Child and adolescent development	37	38	38	34	37	38	35	39	39
Social and economic context of contemporary education	7	8	8	8	6	9	7	8	8
Political science	4	4	5	5	5	4	4	5	5
School finance and budgeting	33	27	35	29	29	33	34	29	27
Personnel administration	46	50	47	44	49	49	42	51	55
Tests and measurements	18	16	17	15	15	18	18	16	16
Community relations	28	26	24	24	24	28	25	28	28
Comparative education	7	5	6	5	5	6	6	5	7

*Entries are percent of principals choosing alternative 1 (Absolutely essential).

TABLE B24

(Paraphrased) In which of the following kinds of position have you had one full year or more of experience?

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Elementary school principal	46	35	32	16	30	51	46	33	27
Athletic coach and/or director	51	58	57	53	52	58	55	57	54
College administrator	4	2	4	2	4	3	3	4	3
Counselor, other guidance work	45	45	55	46	48	48	49	45	50
Secondary-school dean	16	19	23	18	21	18	15	16	35
Secondary-school registrar	19	17	17	15	18	19	21	16	14
Elementary school teacher	40	29	28	24	27	39	37	31	26
College teacher	13	11	17	12	13	13	11	11	23

*Entries are the percent of principals choosing alternatives 3 (one year), 4 (two years), and 5 (three or more years).

TABLE B25

What was your chief assignment prior to appointment to your first principalship?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Assistant or vice-principal	17	24	28	25	27	19	12	24	43
Department chairman or area supervisor	4	4	6	5	5	3	4	3	7
Superintendent	1	1	1	0	1	2	1	1	1
Elementary-school principal	10	6	4	2	5	10	8	7	6
Position in district or county office	1	1	2	1	1	1	1	1	3
Athletic coach and/or director	13	14	11	14	15	13	16	14	5
Secondary school teacher	41	36	30	37	33	37	42	36	20
Dean, counselor, or other guidance position	4	6	6	8	6	4	4	6	7
Other	9	7	11	7	7	10	12	6	8

TABLE B26

How many years of teaching experience did you have prior to taking your present position? Do not include years as a full-time administrator or supervisor.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	3	1	2	2	2	2	3	1	1
1 year	3	2	2	2	2	2	3	2	0
2-3 years	11	11	9	13	10	10	13	10	6
4-6 years	20	23	22	24	23	20	23	22	19
7-9 years	16	18	20	18	20	16	16	19	19
10-14 years	18	22	22	22	20	20	19	22	23
15-19 years	12	11	12	8	9	14	9	12	16
20-24 years	9	6	6	6	8	8	7	7	9
25 years or more	8	5	6	6	7	6	7	6	6

TABLE B27

In what subject area did you do most of your secondary school teaching? Omit this question if you have done no secondary school teaching.

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Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Art or music	1	2	2	2	2	1	2	1	2
Business education	6	6	5	8	9	5	8	5	4
English, speech	12	9	12	12	11	10	11	12	10
Foreign language	4	[illegible]	4	4	3	3	5	3	2
Industrial arts, vocational education, agriculture	6	8	7	10	8	5	8	7	5
Mathematics or natural sciences	32	34	33	28	26	38	32	34	33
Social sciences	26	27	26	21	26	28	22	27	33
Health, physical education, coach	8	8	7	11	11	5	8	8	9
Other	2	1	1	2	1	1	2	2	0
"Omitted"	3	1	3	2	2	3	3	3	2

TABLE B28

Relative importance attached to various kinds of prior administrative experience as preparation for beginning high school principal.

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Department chairman or area supervisor	31	33	37	35	34	32	34	31	35
Counselor	47	44	43	45	44	44	41	47	45
Elementary school principal	42	34	30	35	33	38	44	31	28
Secondary-school vice-principal	87	91	92	90	91	89	86	92	94
Student activity work, class advisor, etc.	13	12	9	12	11	12	13	10	11
Secondary-school dean	49	54	57	52	53	54	47	56	63
Position in district or other central office (e.g., assistant to superintendent, etc.)	20	23	26	24	25	21	25	22	17
Service on curriculum committees	14	11	10	12	12	11	13	11	10
Athletic coach and/or director	11	13	8	12	13	10	12	12	9

*Entries are the percent choosing alternative 1, 2, 3 (Ranks one, two, and three).

TABLE B29

What is your opinion of your state's certification requirements governing secondary-school principals with respect to:

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Requirements for teaching experience?									
They should require more teaching experience	27	27	30	27	25	29	30	27	23
They should require less teaching experience	1	1	1	2	1	1	2	1	1
Requirements for teaching experience are satisfactory as they are	72	71	67	71	73	69	68	71	76
Experience in educational administration?									
They should require more experience in educational administration	26	24	20	22	22	25	22	26	21
They should require less experience in educational administration	2	2	4	3	2	3	4	2	3
Requirements for experience in educational administration are satisfactory as they are	71	73	74	75	73	72	72	71	75
Professional course work?									
They should require more professional course work	18	20	19	22	20	17	21	19	14
They should require less professional course work	11	8	14	11	12	9	12	9	9
Professional course work requirements are satisfactory as they are	70	72	67	66	68	73	66	72	76

TABLE B30

Have you found a theoretical ("textbook") set of principals of administration to be a useful guide for your own day-to-day behavior as a principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	31	27	25	27	25	28	26	28	27
No	68	73	76	72	74	71	72	71	72

TABLE B31

Which of the following categories best describes the senior high school of which you are principal? Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Public	72	91	83	78	79	85	76	84	94
Parochial or diocesan	17	2	1	10	9	5	8	7	3
Private, religious affiliated	9	5	5	8	8	5	9	6	2
Private, not religious affiliated	1	1	9	3	3	3	6	2	0
Other	1	0	1	1	1	1	1	1	0

TABLE B32

Which of the following types best describes the senior high school of which you are principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
General comprehensive high school	77	87	75	80	80	81	72	86	91
Vocational high school	1	1	2	1	1	2	1	1	2
Academic or college preparatory high school only	19	11	19	17	17	15	23	12	6
School for the handicapped	0	0	1	0	0	1	1	0	0
Other	2	1	2	2	2	2	2	1	2

TABLE B33

Which of the following best describes the senior high school of which you are principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
For boys only	6	4	9	8	7	5	7	6	5
For girls only	8	2	4	6	5	4	6	5	2
Coeducational	86	93	87	87	88	91	87	90	93

TABLE B34

What grades are included in the school of which you are principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Kindergarten-12	6	7	15	10	9	8	16	4	0
1-12	28	12	10	19	15	18	32	8	1
7-12	17	23	16	21	20	18	18	25	9
8-11	0	0	0	0	0	0	0	0	[illegible]
8-12	8	5	4	6	6	6	5	8	[illegible]
9-12	34	34	39	36	38	33	26	41	44
10-12	7	17	13	7	10	16	2	13	39
11-12	0	0	0	0	0	0	0	0	0
Other	1	1	2	1	1	1	2	1	1

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TABLE B35

How many senior high school students were there in the school of which you are principal as of October 1, 1963?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Fewer than 150	29	21	31	36	26	23	62	0	0
150-249	18	15	15	19	18	15	38	0	0
250-499	26	23	15	21	23	22	0	55	0
500-749	11	12	9	8	12	12	0	28	0
750-999	6	8	6	4	7	8	0	17	0
1,000-1,499	5	9	10	5	7	9	0	0	47
1,500-1,999	2	6	6	3	4	5	0	0	26
2,000-2,999	1	5	5	2	3	4	0	0	21
3,000 or more	0	1	2	1	1	1	0	0	6

TABLE B36

In which geographical region is your high school located?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
New England	3	8	9	7	6	6	6	7	7
Mideast	10	15	26	16	17	16	11	19	24
Southeast	44	13	4	15	18	26	22	24	15
Midwest	26	43	34	41	37	31	38	33	28
Southwest	10	9	5	8	8	9	11	7	6
Rocky Mountains	2	5	5	4	4	3	5	3	2
Far West	3	7	15	7	9	7	6	6	17
Non-contiguous states	0	1	1	0	0	1	1	0	1
Other	1	1	0	1	1	1	1	1	0

TABLE B37

Which of the following population categories best describes the location of the senior high school of which you are principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
City of more than 1,500,00 population	3	2	5	4	4	3	2	3	9
City between 250,000 and 1,499,999 population	7	7	7	6	7	7	5	5	17
Urban area between 5,000 and 249,999 population	31	38	36	26	32	39	14	42	70
Small town below 5,000 population	33	35	31	36	36	32	44	36	2
Rural	25	18	20	28	21	18	35	14	2

TABLE B38

Pupils attending grades 9-12 in your school come from areas which can best be described as primarily:

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Urban residential	12	14	16	11	15	15	7	13	33
Urban industrial	3	5	3	3	3	4	2	4	9
Urban commercial	2	1	1	1	1	1	1	1	2
Suburban residential	9	15	20	11	14	16	6	16	31
Suburban industrial or commercial	2	2	2	1	2	3	1	2	3
Scattered over the entire city (larger than 5000 people)	15	12	8	10	11	13	6	15	19
Small town (under 5000 people)	20	20	19	19	21	20	24	25	1
Rural-farm	34	29	24	40	29	25	46	23	2
Students are resident students--cannot estimate	3	2	6	3	4	4	6	2	1

TABLE B39*

What was the average per-capita expenditure for instructional purposes for each senior high student in your school last year? Choose only one answer.

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than $50 per year	11	0	0	4	4	3	5	3	1
$50 to $99 per year	18	0	0	8	6	6	9	5	2
$100 to $199 per year	25	0	0	10	9	7	9	9	4
$200 to $299 per year	46	0	0	14	14	16	14	19	11
$300 to $399 per year	0	57	0	20	20	20	17	23	22
$400 to $499 per year	0	43	0	13	15	16	12	15	23
$500 to $599 per year	0	0	45	10	11	11	10	10	18
$600 to $699 per year	0	0	25	5	6	7	6	5	9
$700 per year or more	0	0	30	7	8	8	11	4	6

TABLE B40

About how old is the main building of your school plant?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than five years old	14	18	17	16	16	17	11	21	18
5-14 years old	32	26	24	24	28	29	25	29	32
15-39 years old	33	34	34	31	32	35	36	32	31
40-49 years old	11	14	14	17	14	11	17	11	10
50 years or more	9	8	12	12	10	8	11	7	9

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* Readers are cautioned to interpret this table with care. Factors to consider include the different bases various states, counties, and districts used to compute and report per pupil costs, and the wording of the question, which may have been misinterpreted by respondents.

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TABLE B41

About how many books does your school have in its library?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 600	2	2	2	5	3	1	5	1	0
600 to 999	5	4	4	8	4	3	9	2	0
1,000 to 1,499	7	6	6	11	8	4	12	3	1
1,500 to 1,999	10	6	7	10	8	7	14	4	0
2,000 to 2,999	19	14	14	17	16	15	22	14	2
3,000 to 4,999	26	24	18	21	25	24	21	33	8
5,000 to 7,499	18	22	19	14	20	22	11	27	25
7,500 to 9,999	7	10	13	5	9	11	2	10	26
10,000 or more	4	10	16	7	7	11	2	5	35

TABLE B42

Does your school operate on a year-round basis?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes, student and staff vacations are staggered throughout the year	2	1	1	1	1	2	2	1	1
Yes, we operate a voluntary summer remedial, enrichment, or acceleration program	18	28	31	19	23	28	10	26	59
No, mainly because facilities prohibit (e.g. lack of air conditioning)	6	6	4	4	6	5	6	6	4
No, all other reasons	74	65	64	75	69	65	82	67	36

TABLE B43

About what percentage of your senior high students are in each of the kinds of program listed below?

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
College preparatory									
Less than 10%	9	5	5	9	6	5	11	3	2
10% to 34%	33	31	20	31	29	28	29	32	21
35% or more	57	64	75	60	64	66	59	64	77
Business and/or distributive education									
Less than 10%	38	28	38	36	34	34	45	28	22
10% to 34%	51	63	55	54	56	58	45	63	68
35% or more	9	8	6	9	9	7	8	8	9
Industrial, trade, vocational									
Less than 10%	68	58	62	65	62	61	70	58	53
10% to 34%	26	38	32	29	33	32	24	36	42
35% or more	4	4	5	4	4	4	4	4	4

TABLE B43 (Contd)

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Diversified co-operative education									
Less than 10%	91	92	93	92	92	91	91	92	92
10% to 34%	5	5	4	5	5	5	5	5	5
35% or more	1	1	1	1	1	1	1	1	1
Agricultural									
Less than 10%	77	80	83	78	82	79	75	79	95
10% to 34%	17	16	13	17	15	16	19	18	2
35% or more	3	2	2	3	2	2	3	1	0
General Diploma (not one of above)									
Less than 10%	44	42	52	47	45	44	48	42	46
10% to 34%	26	34	30	27	29	31	23	34	37
35% or more	28	22	16	24	23	22	26	22	16

*Entries for this table are as follows: Percent of principals choosing alternatives:

Less than 10%	1 and 2
10% to 34%	3 and 4
35% or more	5, 6, 7, 8, and 9

TABLE B44

About what percentage of the students in your graduating class last year went on to college?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 5%	4	2	3	5	3	3	5	2	1
5%-9%	5	2	1	3	3	5	4	3	1
10%-19%	13	8	4	11	8	8	10	9	4
20%-29%	17	17	9	16	15	14	16	17	9
30%-39%	20	24	16	19	20	22	18	24	20
40%-59%	21	26	29	21	24	27	21	26	34
60%-79%	11	13	18	13	14	13	11	12	22
80%-94%	5	4	8	5	6	5	6	5	6
95% or more	3	2	10	4	5	4	8	2	0

TABLE B45

About what percentage of all pupils who enter the first year of senior high school at your school drop out before graduation? (Do not include those who transfer in your calculations.)

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	10	5	13	10	9	8	14	5	2
Less than 10%	47	57	60	58	57	51	58	51	51
10%-24%	27	30	21	23	26	28	19	31	36
25%-35%	9	6	4	6	5	8	5	8	8
36% or more	6	2	1	3	2	4	3	4	3

TABLE B46

What percentage of your senior high students are taking work in remedial reading and/or remedial English?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	45	40	35	51	43	36	56	37	13
1% to 5%	30	34	36	27	33	36	27	35	43
6% to 15%	18	20	21	16	17	22	12	21	33
16% or more	7	5	7	6	7	6	5	6	9

TABLE B47

Which level of education is most representative of teachers new to your school within the last five years?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Bachelor's degree or no college degree	80	80	70	81	81	76	82	80	64
Master's degree	19	19	30	19	18	23	17	19	35
Master's degree plus 30 or more graduate hours	0	1	1	0	1	1	1	0	1

TABLE B48

About what proportion of your full-time senior high teachers are men?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 10%	13	3	4	7	8	7	11	6	1
10% - 19%	5	1	1	3	2	2	3	2	2
20% - 29%	8	2	3	4	4	5	4	6	2
30% - 39%	14	6	3	8	7	9	7	9	8
40% - 49%	17	15	9	12	12	15	13	14	15
50% - 59%	16	23	23	18	21	22	17	21	31
60% - 69%	12	26	25	20	21	21	16	23	28
70% - 79%	6	12	15	13	11	10	13	10	8
80% or more	9	10	15	14	14	8	16	8	5

TABLE B49

Does your school have a guidance program in which one or more persons is officially assigned, part or full-time, to working with individual students? (Mark the response that fits your situation best.)

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	72	83	80	73	77	82	60	90	99
No, but we plan to institute a guidance program soon	5	2	2	4	3	3	4	3	0
No, and we have no plans for instituting a guidance program in the foreseeable future	2	1	2	2	2	1	3	0	0
No, but I as principal assume responsibility for guidance activities at my school	17	1[illegible]	15	18	15	12	29	5	0
No, but we do have a school system counselor who is responsible for guidance activities in my school	4	2	1	2	3	2	4	2	0

TABLE B50

Would you say that in recent years the pressure of increasing enrollments has had a detrimental effect on the quality of education received at your school?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes, considerable effect	13	12	7	11	10	12	8	12	17
Yes, but the effect has been rather limited	27	27	24	23	24	28	18	29	39
No, there has been no detrimental effect due to increasing enrollments	55	57	64	56	61	57	67	55	42
Cannot say	5	5	4	9	5	3	7	4	2

TABLE B51

Much has been said and written recently about the tasks of American schools. Please rank the nine goals ("tasks") below according to your beliefs about their relative importance as educational objectives. Assign a rank of 1 to the goal you consider most important, a rank of 2 to the goal you consider the second more important, etc., until you assign a rank of 9 to the goal you consider least important.

Educational Goal*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Acquisition of basic skills (e.g., reading, writing, computing)	78	80	80	77	77	81	79	80	77
Acquisition of basic knowledge	64	63	62	55	63	64	62	63	65
Understanding of the values inherent in the American way of life	37	42	41	40	39	40	36	42	45
Adaptability to a changing world	17	19	16	19	15	18	18	16	16
Physical fitness	12	10	8	8	8	13	12	11	8
Development of skills and practice of critical intellectual inquiry	31	33	40	34	34	34	32	35	39
Development of sound moral and spiritual values	55	38	39	46	46	42	50	41	34
Development of positive self-concepts and a facility for good human relations	23	20	20	24	23	19	22	20	20
Training in the technical skills to run the country and/or development of appropriate talents (e.g., engineering, scientific)	8	6	7	6	5	8	7	6	7

*Entries are the percent choosing alternatives 1, 2, and 3 (ranks of one, two, and three).

TABLE B53

Reactions to broad educational issues.

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Do you accept the principal of universal secondary education?	66	75	79	70	72	75	67	74	84
In general, are you in favor of Federal aid to public secondary schools?	68	67	66	69	67	66	64	70	69
In general are you in favor of Federal aid to private and religious secondary schools?	30	16	15	25	22	18	24	20	13
Do you agree with the recent Supreme Court decisions concerning compulsory prayer and Bible reading in the public schools?	26	36	42	33	34	34	30	34	43
Are there regular religious observances at your school (e.g., prayers, Bible reading, etc.)	62	24	17	36	36	35	39	36	23
Do you agree with recent Supreme Court decisions concerning racial segregation in public schools?	64	76	83	75	76	72	69	75	81
Do you feel that there should be certain limitations on classroom discussions having to do with various political "isms" and "anti-isms?"	37	33	29	30	32	36	31	34	38
Some critics say today's schools require far too little academic work of students. Basing your answer only on the school of which you are now principal, do you agree or disagree with this criticism?	23	15	14	19	16	17	23	15	9
It has been said by some that compared to the Soviets, the U.S. is not producing enough scientists and engineers. Do you agree with this contention?	27	18	21	24	22	21	26	19	18
Do you feel that there is a need to justify as practical every subject that is taught in secondary schools?	31	26	20	27	25	26	31	24	18

TABLE B53 (Contd)

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Considering all the advantages and disadvantages of ability grouping according to I.Q. or achievement test scores, do you favor such grouping in such academic subjects as mathematics, English, and foreign languages?	81	81	81	81	82	81	78	83	86
Do you feel that the school year (compulsory) in your district should be lengthened?	21	24	20	18	21	23	22	20	23
Do you feel that those youths in a community who do not want to go to school, who vary from disinterest to open hostility, should not be required to attend school?	31	35	34	30	35	33	28	34	40
Do you believe that school attendance should be compulsory until at least 18 years (or secondary school graduation)?	50	35	36	42	36	42	47	38	31
Generally speaking, do you feel that for the vast majority of students the schools should provide a general intellectual background and leave specific job training to other agencies?	67	67	68	61	68	70	66	68	67
Do you believe that secondary schools should expend greater effort in educating the academically talented students than in educating "average" students?	21	19	18	20	19	19	23	17	15
Do you believe that it is the responsibility of the public schools to arrange for educating the...									
physically handicapped?	67	72	77	66	69	74	65	71	87
mentally handicapped?	52	60	63	57	56	59	51	57	77

*Entries for last question are percent choosing alternatives 1, 2, and 3,(Yes, with various qualifications). Entries for all other questions are percent choosing alternative 1 (Yes).

TABLE B54

Reading of books concerning broad educational issues.

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Have you read:									
Education and the New America by Kimball and McClellan?	8	7	7	6	7	8	7	7	8
The Education of American Teachers by James Conant?	57	63	64	49	60	66	56	62	70

*Entries are percent of principals choosing alternative 7 (Yes).

TABLE B55

Lloyd Trump, in his book Focus on Change: Guide to Better Schools (Commission of the Experimental Study of the Utilization of Staff in the Secondary School), has made several suggestions with respect to the "school of the future." Do you approve of his suggestion with respect to:

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
The reorganized curriculum in the school of the future?	32	41	41	31	39	38	27	41	52
The design of buildings and other educational facilities in the school of the future?	31	44	40	31	38	39	27	43	51
The "organization for instruction" in the school of the future?	31	41	40	32	39	39	26	42	54
Flexible student schedules in the school of the future?	35	41	44	37	43	39	32	43	51
The plan for teacher utilization in the school of the future?	31	42	42	30	37	41	26	43	52

*Entries are the percent of principals choosing alternative 1 (Generally approve).

TABLE B56

Some have said that the public schools should in principle not make important curriculum changes without first securing community support. Do you agree with this position?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Agree	49	49	44	45	44	51	48	48	46
Disagree	50	50	56	55	55	49	51	51	54

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TABLE B57

How optimistic are you about wiping out illiteracy in American society within the next twenty years?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
I am very optimistic	27	30	37	29	30	31	29	29	36
It is possible, but not very probable	59	54	50	54	56	55	56	56	51
It is unlikely (I am pessimistic)	12	14	10	14	12	12	12	14	11
No opinion	2	2	2	3	2	2	3	1	2

TABLE B58

All things considered — maximum learning, teaching staff, capital outlay, etc.—about what do you consider to be the optimum number of students for a comprehensive senior high school?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 500	13	11	15	15	13	12	26	4	0
500 to 749	29	21	21	26	26	22	32	25	1
750 to 999	23	20	15	21	21	19	18	27	6
1,000 to 1,249	19	21	16	19	17	20	13	24	20
1,250 to 1,499	8	12	12	8	10	12	4	12	24
1,500 to 1,749	4	7	11	5	7	8	3	5	25
1,750 to 1,999	2	3	4	2	3	3	1	1	12
2,000 to 2,499	1	3	4	3	2	3	1	1	9
2,500 or more	0	1	1	1	1	1	0	1	3

TABLE B59

Listed below are several procedures which may be used by principals in assisting beginning teachers in their professional development. Indicate ("Yes" or "No") whether each practice is established policy at your school. Note that each practice has to do with the behavior of the principal, not a department head or other person.

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
An orientation meeting or workshop conducted by the principal at the beginning of the school year for all beginning teachers.	85	90	91	84	90	89	84	90	96
Additional orientation or in-service meetings conducted by the principal for all beginning teachers during their first year.	59	72	69	61	65	75	62	74	78
Four or more classroom visitations each year by principal, each followed by written report.	24	22	22	21	24	23	20	26	21
One to three classroom visitations during the year by the principal, each followed by a written report.	31	34	38	32	37	33	25	37	48
Four or more classroom visitations during the year by the principal, each followed by an individual conference (with or without written report).	43	37	35	36	37	41	40	43	28

TABLE B59 (Contd)

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
One to three classroom visitations during the year by the principal, each followed by an individual conference (with or without written report).	59	61	61	56	60	62	54	63	69
An experienced teacher is assigned to work with and assist new teachers.	53	51	51	40	49	57	42	55	67
Department or area chairmen are directed to work with and assist beginning teachers.	56	63	66	52	58	66	45	66	90
Conference between principal and each beginning teacher individually prior to the formal opening of school.	93	90	88	85	90	93	92	92	82
Principal systematically provides reading materials (other than local policy statements) on professional matters.	62	61	59	61	62	60	65	60	51
Principal systematically discusses lesson or course plans with beginning teachers.	61	59	51	53	59	58	62	59	40
Principal arranges for visitations by beginning teachers to classrooms of experienced teachers.	39	41	39	32	40	42	36	39	49

*Entries in the table are the percent of principals choosing alternative 1 (Yes).

TABLE B60

How important in the preparation of the secondary school teacher is course work in . . .

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
The subject they are actually teaching	92	93	95	93	94	92	92	93	96
Educational psychology	57	51	49	50	48	56	50	53	58
Social context of American education	28	23	21	24	21	26	24	24	26
Instructional techniques	51	51	51	48	49	53	49	52	54
History and philosophy of education	28	17	17	20	21	21	21	22	20
Tests and measurement	45	38	38	37	38	42	37	43	39

*Entries are the percent of principals choosing alternative 1 (Very important).

TABLE B61

Reaction to issues with respect to teachers.

Question (Paraphrased)*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Speaking figuratively, would you say that good teachers are "born" or are they "made"? (1) Born	45	44	48	41	43	48	44	46	44
Is there a conflict between academic freedom for teachers and "good" education (as you define good)? (1) Yes	30	28	26	29	26	28	33	25	22
Away from school, do you expect your teaching staff to live somewhat more exemplary lives than do most other persons? (1) Yes	81	74	69	74	76	76	76	78	69
Do you feel that it is best for all concerned if you have little social contact with members of your teaching staff outside of school? (1) Yes	31	37	34	32	34	35	30	36	41
In your opinion, should teachers on their own time work actively as members of political parties in national elections? (1) Yes	47	59	61	54	56	56	50	57	64
In your opinion, should teachers on their own time work actively as members of political parties in state and local elections? (1) Yes	46	57	58	53	53	53	49	54	61
Regardless of policy in your district, do you believe that a policy regulating teacher smoking is necessary? (1) Yes	35	29	26	31	30	30	33	29	26
Does your school have a policy regulating teacher smoking? (1) Yes	46	38	34	41	39	39	40	39	40
What is your impression of the competency of substitute teachers you have employed in the past two years? (1) Most have done good jobs	31	37	39	42	35	33	37	34	35
Do you favor a single salary schedule for all teachers in your school rather than a differential schedule? (1) Yes	37	52	49	42	41	50	42	45	57

TABLE B61 (Contd)

Question (Paraphrased)*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
All things considered, do you feel that the general level of teacher pay in your district is appropriate? (1) Yes	18	25	38	23	26	27	22	25	37
Speaking generally, do you approve or disapprove of the idea of teacher tenure? (1) Generally approve	70	76	70	67	69	77	70	73	78
How do you feel about a system of teacher ranks--e.g., assistant, tutor, instructor, teacher, master teacher--with differential pay according to rank? (1) Approve	27	27	27	29	28	25	25	28	29
In general, how do you think a merit-pay or a quality-of-service salary plan in which superior teaching is rewarded with higher income would affect teacher performance? (1) Good effect on most teachers	26	23	26	26	25	24	25	26	22
In general, how do you think a merit-pay or a quality-of-service salary plan in which superior teaching is rewarded by higher income would affect teacher morale? (1) Good effect on most teachers	18	15	17	16	16	16	18	16	13
Do you believe that there is a need for greater uniformity of secondary teacher certification standards throughout the country? (1) Yes	84	85	85	85	86	84	81	87	89
Would you say that the Federal government should take steps to bring about a greater uniformity of teacher certification standards throughout the country? (1) Yes	45	49	45	48	42	47	46	46	45

*Entries are the percent of principals choosing the alternative listed after each question.

TABLE B62

About what percent of the full-time faculty at your school have regular jobs in addition to their school jobs during the school year?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 1%	63	51	54	58	57	55	67	56	29
1% to 5%	18	19	18	17	18	19	13	19	30
6% to 9%	4	6	8	5	5	7	4	6	12
10% to 19%	6	10	11	8	9	9	6	10	13
20% to 29%	3	6	4	4	4	4	4	4	7
30% to 39%	2	3	2	2	2	2	2	2	3
40% to 49%	1	2	1	1	1	1	1	1	1
50% to 59%	1	1	1	1	1	1	1	1	1
60% or more	2	2	1	2	2	1	2	1	2

TABLE B63

How favorable would you be toward a policy of using a national standardized teacher examination as a basic criterion for issuing secondary school teaching certificates?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Highly Unfavorable	22	27	28	28	28	23	24	26	28
Unfavorable	34	34	37	33	35	35	34	35	34
Neutral	19	16	15	16	15	18	18	17	13
Favorable	21	19	16	19	17	20	18	20	21
Highly Favorable	4	3	4	4	4	4	5	2	4

TABLE B64

New curricula and instructional techniques in the school.

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
In the last two years, has your school been involved in tryouts of a new experimental curriculum in...									
English?	27	31	33	29	31	30	19	34	50
A foreign language?	37	43	50	41	40	43	28	45	70
Economics?	12	15	17	13	14	15	8	17	24
Art?	14	13	15	16	14	13	11	15	19
During the past three years, has your senior high school been involved in tryouts of any new experimental curriculum in...									
Mathematics?	57	66	66	56	62	65	51	66	85
Natural sciences?	36	45	52	35	43	46	29	45	75
(Paraphrased) Does your school provide an accelerated curriculum for superior students in...									
Science?	29	43	46	33	35	43	21	43	73
Language?	22	27	34	20	25	31	16	27	53
Mathematics?	45	56	59	47	48	57	36	57	85
Courses other than math, science, or language?	16	32	36	21	24	32	15	26	62

TABLE B64 (Contd)

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Is there any special opportunity for senior high school students in your school to obtain advanced placement an/or credit in college?	38	44	48	36	39	47	31	45	71
Do you make any use of lay readers in connection with English composition courses at your school?	18	14	14	13	16	17	14	16	19
At your school, are any subjects being taught to any extent by means of television?	15	11	8	10	11	14	11	12	16
At your school, is team teaching being used with any subjects?	19	21	29	19	21	24	15	21	46
At your school, are any subjects being taught by means of programed instruction?	21	26	34	28	23	27	23	26	37

*Table entries for the first twelve questions are the percent of principals choosing alternative 1 (Yes). Television and team teaching entries are the percent of principals choosing alternatives 2 (Yes, one subject), 3 (Yes, two subjects), and 4 (Yes, several subjects). Programed instruction entries are the percent of principals choosing alternatives 1 (Yes, one subject) and 2 (Yes, two or more subjects).

TABLE B65

How do you feel about machine teaching and/or programed learning as an instructional adjunct, in secondary schools?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Approve	37	39	40	40	42	37	38	39	42
Disapprove	6	5	7	6	5	6	7	4	5
No opinion	14	10	7	12	9	11	15	9	5
Am reserving judgment	43	46	46	42	44	46	41	47	48

TABLE B66

In your own opinion, if school classes are maintained at about their present size, do technological advances, such as teaching by TV, hold real promise for improving the quality of education in secondary schools?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes, considerable improvement	21	19	18	19	20	19	20	18	18
Yes, some improvement	49	52	51	49	50	52	48	52	55
No, little if any improvement	14	16	16	16	15	14	15	14	16
No, would be definitely harmful	1	1	1	1	1	1	1	1	1
I am undecided about this matter	15	13	14	15	14	14	15	14	11

TABLE B67

Which of the following statements best describes the current use of teaching machines in your school?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
They are not now used, and no use is foreseen within the next year or so	57	50	46	57	51	50	56	51	45
They are not now used, but plans are being made to experiment with their use during the next year or so	15	15	16	15	14	16	14	17	15
They are now being used sparingly on an experimental basis	14	20	26	15	20	20	16	18	28
They are now being used regularly in a few cases	11	12	10	11	12	10	11	12	9
They are now being used regularly in many instances	3	2	2	2	2	3	3	2	3

TABLE B68

Regardless of circumstances or the practice at your school, what do you think of the idea of a "multiple-diploma" or "diploma and certificate" plan whereby an attendance diploma or certificate would be granted to those students who have failed to achieve a minimum mastery of certain basic subjects?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
In general, I approve of such a plan	75	70	65	79	70	68	77	68	61
In general, I disapprove	22	28	32	19	28	29	19	30	37
No opinion	3	2	3	3	3	3	4	2	2

TABLE B69

Would you be in favor of some system of individualized promotion (e.g., on the basis of examinations) for your school rather than the customary use of grade placement and continuous promotion?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	51	47	50	52	50	48	50	53	40
Yes, and we have such a system at our school	4	4	8	4	6	5	4	4	7
No	33	38	35	34	34	37	35	33	43
No opinion	11	10	7	11	9	10	10	9	10

TABLE B70

What is your opinion about the general usefulness of . . .

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Educational research?									
Such research can often be highly useful	67	68	66	64	66	69	64	69	69
Occasionally educational research is worthwhile	29	27	29	31	28	27	29	27	27
Most of this sort of research is pretty much a waste of time and money	3	4	3	4	3	3	4	3	4
No opinion	2	1	2	1	2	2	2	1	0
Psychological research in providing information relevant to the solution of problems in education?									
Such research can often be highly useful	47	43	40	42	44	44	40	45	50
Occasionally such research is worthwhile	42	48	50	47	47	45	48	46	42
Most of this sort of research is pretty much a waste of time and money	5	5	6	5	5	5	6	5	5
No opinion	6	4	4	5	4	5	6	4	3

TABLE B71

In your opinion, how desirable is the influence of nationwide testing programs such as National Merit Scholarship Examinations, American College Testing Program Examinations, and College Entrance Examinations on the instructional program of American schools?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Very undesirable	6	6	5	6	6	6	7	5	5
Undesirable	9	11	14	10	11	11	9	11	15
Neither desirable nor undesirable	21	26	27	23	25	24	23	24	27
Desirable	56	52	49	54	51	53	53	54	49
Very desirable	8	5	5	7	6	6	8	5	4

TABLE B72

In general, how valuable have you found standardized tests to be in providing the school with the kind of information it needs about individual students?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Quite valuable	35	37	35	30	34	39	31	38	45
Of some value	46	46	47	47	48	45	46	48	43
Of only limited value	17	16	17	20	17	15	21	13	12
Of no value	0	0	0	0	0	0	0	0	0
I am undecided about this matter	1	1	0	2	0	1	1	1	0

TABLE B73

Attitudes about communicating test scores to parents.

Question	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
In your opinion, should parents be told their child's IQ scores?									
Yes, I think it should be standard practice to tell them	12	9	8	8	9	11	10	9	9
Yes, in most cases it is all right to tell them	30	26	27	27	27	28	27	27	29
Only in unusual cases should they be told	35	37	35	36	34	36	34	39	32
No, it should be standard practice not to tell them	16	24	26	22	24	20	22	19	26
I am undecided about this matter	7	5	4	8	6	5	7	6	2
In your opinion, should parents be told their child's achievement test scores in various subject areas?									
Yes, it should be standard practice to tell them	46	50	56	45	50	52	47	50	58
Yes, in most cases it is all right to tell them	43	42	37	44	41	38	42	40	37
Only in unusual cases should they be told	8	6	4	7	5	6	7	7	3
No, it should be standard practice not to tell them	2	2	1	1	3	1	2	2	1
I am undecided about this matter	2	1	2	2	1	1	2	1	0

TABLE B74

In a typical school year, how much of the time of each of the following is spent in connection with national testing programs, such as National Merit Scholarship tests, American College Testing Program tests, and College Entrance Examination Board tests:

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yourself?									
one day or less	30	36	36	27	36	36	28	36	47
Two days	24	25	23	25	23	24	26	24	18
Three days; four days; five days or more	46	38	41	47	41	40	46	39	35
An average member of your administrative staff?									
One day or less	16	10	11	13	14	11	20	7	6
Two days	18	16	16	20	16	16	22	14	9
Three days; four days; five days or more	66	74	73	67	70	72	58	79	85
An average teacher in your school?									
One day or less	57	64	63	59	65	61	56	66	64
Two days	21	18	19	20	18	19	23	16	15
Three days; four days; five days or more	22	17	16	20	17	19	20	17	20
An average senior high student in your school?									
One day or less	30	35	29	31	31	32	33	29	35
Two days	39	35	34	33	37	37	36	37	32
Three days; four days; five days or more	31	30	36	35	31	30	30	34	31
A typical senior high student in your school who is going to college?									
One day or less	26	23	21	22	25	24	25	24	21
Two days	37	38	36	38	36	37	38	36	35
Three days; four days; five days or more	37	39	42	40	39	38	36	39	43

*Entries for each category are:

Category	Alternatives
One day or less	1
Two days	2
Three days; four days; five days or more	3, 4, and 5

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TABLE B75

From your experience, which is more important in determining which students get good grades, ability or motivation?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Ability much more important	8	6	6	5	6	7	7	5	7
Ability somewhat more important	16	21	20	21	18	18	17	20	20
Both about equally important	48	43	41	39	44	46	46	42	45
Motivation somewhat more important	18	22	22	24	22	19	21	22	19
Motivation much more important	9	9	10	10	9	9	9	10	9

TABLE B76

Socrates is quoted as having said: "Children now love luxury. They have bad manners contempt for authority. They show disrespect for elders, and love chatter in place of exercise." Would you say that these remarks also apply to contemporary American youth?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes, generally speaking	57	54	49	51	52	56	59	52	45
No, generally speaking	42	45	51	49	47	44	40	47	55

TABLE B77

Do you have a secretary?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal		
	Low	Medium	High	Low	Medium	High
No	23	15	13	25	18	13
Yes, part time	24	18	17	24	22	17
Yes, full time	53	67	70	50	60	70

TABLE B79

How many assistant principals do you have?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	63	53	47	67	60	49	78	53	7
One part time	22	18	18	16	18	21	16	26	10
One full time	11	19	21	11	15	20	5	17	46
Two	3	7	9	4	5	7	1	3	27
Three or more	1	2	4	1	2	3	0	1	11

TABLE B80

How many non-teaching personnel are there on your staff?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 3	59	43	34	56	48	43	63	45	8
3-6	24	29	27	24	27	28	20	31	33
7-10	9	13	15	10	12	13	9	11	22
11-14	4	6	8	4	5	6	4	5	10
15 or more	4	9	15	5	8	10	3	7	26

TABLE B81

During the school year, on the average how many hours a week do you work at your job as a principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than 40 hours	10	7	6	13	8	5	16	2	1
40-49 hours	20	16	14	18	16	18	19	17	14
50-59 hours	41	48	46	40	46	46	38	49	52
60-69 hours	21	24	24	21	23	23	18	25	26
70 hours or more	8	5	10	7	7	8	8	7	6

TABLE B83

To which of the following activities do you devote more than 6% of your time in a "typical" work week?

Activity (Paraphrased)*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal		
	Low	Medium	High	Low	Medium	High
Administrative planning with superiors	14	19	20	20	18	17
Administrative planning alone and with subordinate administrators	55	61	64	57	59	61
Meetings with teachers-curriculum or instruction	33	32	35	27	32	36
Meetings with teachers-other matters	20	19	18	16	19	19
Work with individual teachers-proficiency	32	41	40	31	38	40
Supervision of non-certified personnel	20	15	16	13	17	18
Meetings with students-discipline	30	33	23	31	30	28
Meetings with students-other matters	38	41	35	39	40	37
Meetings with parents	12	13	16	12	13	13
Meetings with other laymen	7	6	7	6	6	6
Classroom teaching	37	28	26	44	33	25
Supervision of extracurricular activities	30	32	24	33	31	28
Correspondence	31	31	38	33	34	32
Reading professional literature	24	18	18	20	19	21
Participation in professional groups	9	7	8	5	7	10
Private thought and reflection	32	25	26	30	28	27
Testing activities	9	5	5	8	7	6
Other activities not listed	44	43	44	41	44	44

*Entries are the percent of principals choosing alternatives 4 (7%-9%), 5 (10%-12%), 6 (13%-15%), 7 (16%-18%), 8 (19%-21%), and 9 (22% or more).

TABLE B85

Do you do any teaching (other than occasional substituting)?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes, more than half time	13	8	7	16	10	6	19	3	1
Yes, less than half time	30	20	26	32	27	22	45	15	3
No	57	72	66	52	63	71	36	83	96

TABLE B86

Below are listed several factors which could be considered as "roadblocks" preventing principals from doing the job they would like to do. Using the three alternatives below, indicate whether each factor has or has not been a roadblock on doing what you would like to do since you assumed your present principalship.

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Lack of time	86	88	87	89	88	85	87	86	87
Lack of district-wide flexibility (each school must conform to a single policy)	35	32	29	29	32	35	30	32	45
Inability to provide time for teacher planning and other professional improvement activities for teachers	82	85	81	85	83	83	82	85	82
Long-standing traditions in a relatively old school	49	47	43	58	47	43	53	46	33
Inability to obtain funds for experimental activities	83	76	64	78	75	75	76	76	74
Teacher tenure	44	44	48	41	46	46	42	46	50
Superintendent(s) who has not measured up to your standards or expectations	46	43	38	38	42	44	41	45	41
Variations in the ability and dedication of teachers	88	88	89	88	88	88	86	90	88
Tendency for older teachers to frown on new methods	65	65	61	67	64	62	63	66	60
Compulsory school attendance laws	36	37	32	32	37	36	29	39	40
Insufficient space and physical facilities	80	80	74	81	79	78	77	79	79
Time taken up by administrative detail (at the expense of more important matters)	86	89	86	84	88	87	82	90	91
Defective communication among various district administrative levels	43	41	39	40	40	42	36	42	52
Quantity and quality of teaching staff	76	71	64	68	74	71	72	73	63
Lack of competent office help	54	44	38	46	48	45	51	43	39

*Entries are the percent of principals choosing alternatives 1 (A major roadblock) and 2 (A minor roadblock).

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TABLE B87

Below are listed several kinds of individuals or groups external to the school, which may have sought, successfully or unsuccessfully, to bring about certain changes in the operation in your school. Using the three alternatives provided, indicate the strength or extent of influence of each interest on your school during the past two years.

Alternative*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Athletic-minded persons (especially alumni)	51	54	46	50	50	52	48	56	45
Extreme right-wing individuals or groups	18	17	21	16	18	19	17	16	26
Extreme left-wing individuals or groups	14	10	11	10	11	13	12	11	11
Individuals or groups seeking to censor books	14	18	19	14	18	17	10	17	33
State Legislature investigating committees	11	7	7	8	6	10	9	7	10
State colleges and/or universities	43	48	47	46	52	43	42	48	51
Automobile associations, insurance companies, etc., concerning driver education	27	36	29	27	31	32	24	33	43
Individuals, groups concerning testing programs (e.g., "personality" tests)	32	35	32	33	34	33	30	33	41
Individuals, groups concerning implementation of various recommendations of Conant, the Rockefeller Report, Rickover, etc.	22	34	37	24	30	32	22	33	43
Religious or church groups	34	37	34	40	36	33	35	37	31
Local newspaper(s) editorial policy	26	34	32	27	30	32	21	34	49
That element of the business community which employs students or graduates	25	26	24	23	24	26	18	30	31
Other elements in the business community	20	20	20	22	20	19	19	21	21
Local labor organizations	5	6	5	4	7	5	4	6	9
Citizen or parent groups (other than the PTA)	51	60	55	59	57	53	55	56	57

*Entries in this table are the percent of principals who chose either alternative 1 (Strong and/or frequent pressure) or alternative 2 (Ocasional and/or moderate pressure).

TABLE B88

Do you feel that you, as principal, should have greater control than you presently have over parental behavior as it relates to school problems (e.g., the conduct of a child of a given parent)?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	34	33	32	38	34	31	37	32	26
No	65	66	67	62	65	68	62	67	73

TABLE B89

In the past two years have there been any incidents where individual citizens or groups of citizens have become publicly angry about alleged "anti-Americanism" or "lack of patriotism" on the part of some members of your staff?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
No, none	96	92	90	94	92	93	95	94	86
Once or twice	3	7	9	5	8	6	5	5	12
Several such incidents	0	0	1	0	1	0	0	0	1
Many times	0	0	0	0	0	0	0	0	0

TABLE B90

In the past two years, have there been any incidents where individual citizens or groups of citizens sought to bring pressure to bear on you in regard to particular books held to be inappropriate which were assigned by members of your staff?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
No, none	87	79	78	85	80	81	90	79	64
Once or twice	12	18	19	12	19	16	9	18	31
Several such incidents	1	3	3	3	1	2	1	2	5
Many times	0	0	1	0	0	0	0	0	1

TABLE B91

Have there been any "crash" programs at your school which you can attribute more or less directly to the (real or alleged) Soviet scientific and technological advances?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	23	25	25	23	24	25	21	24	32
No	76	75	75	76	76	75	79	76	68

TABLE B92

If you had your life to live over, would you choose educational administration as a career?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	59	61	61	57	58	63	57	61	68
Uncertain	22	21	23	26	24	20	24	22	19
No	19	17	16	17	18	17	20	17	13

TABLE B93

Do you hope to move on eventually to another position in the educational community?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
No	26	26	34	13	19	38	22	28	43
I am uncertain	24	27	22	26	26	24	26	26	21
Yes, to a principalship in a larger school or district	12	13	10	20	14	8	17	10	3
Yes, to a principalship in a smaller school or district	1	1	0	0	0	1	0	1	0
Yes, to return to teaching	8	4	4	7	6	4	6	6	2
Yes, to a superintendency	14	14	15	18	16	12	14	15	12
Yes, to a position in a junior college	1	2	1	2	2	1	2	1	1
Yes, to a position in a four year college or university	4	4	5	5	5	3	4	4	4
Yes, to some other position	10	11	9	10	12	9	9	9	13

TABLE B94

What is your current annual salary as a principal?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Less than $6,000	35	10	6	30	20	12	27	13	5
$6,000-$6,999	17	11	8	18	12	10	21	8	1
$7,000-$7,999	18	16	11	18	18	14	20	17	2
$8,000-$8,999	14	18	11	10	15	16	13	20	5
$9,000 to $9,999	8	15	10	6	11	14	6	17	10
$10,000-$12,499	6	21	26	10	15	20	7	19	38
$12,500-$14,999	1	7	16	4	6	9	2	4	28
$15,000-$17,500	0	1	6	1	2	3	1	1	9
More than $17,500	0	0	3	0	0	1	1	0	3

TABLE B95

Is your salary based on an index ratio above the salary of a teacher in your school who has a Master's degree?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes	37	38	31	30	31	41	29	36	53
No	61	61	68	68	68	58	69	63	46

TABLE B96

For how many years is your present appointment?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
One year	48	49	42	59	44	43	53	45	34
Two years	5	6	6	6	6	5	6	6	2
Three years	5	6	5	6	5	6	5	6	6
Four years	1	1	2	0	2	1	1	1	2
Five years	1	1	1	0	2	1	1	1	2
Six or more years	7	3	1	4	5	4	5	4	1
Tenure	12	24	25	6	18	26	11	22	35
Indefinite, no contractual arrangement	19	10	16	18	16	13	16	13	16
Other	1	1	1	1	2	1	1	1	1

TABLE B97

To what social class in this country do you feel you belong (e.g., middle class, upper class, or working class)?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Upper	6	5	5	3	4	7	6	5	4
Upper middle	32	40	45	34	37	41	33	40	51
Middle	52	50	45	53	52	47	52	50	42
Lower middle	5	4	2	6	4	3	5	3	2
Working	4	1	1	3	3	2	3	2	1

TABLE B98

There has been concern expressed by some principals that in general principals are not accorded the professional status and prestige to which they are properly entitled by virtue of education, training, and the work they do.

Question	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Would you agree that this is a serious problem?	38	32	29	34	33	34	36	34	27
Do you feel that the NASSP should take additional steps to help insure that it's members are accorded appropriate professional status and prestige?	55	54	49	52	52	54	50	56	54

TABLE B99

The next five questions pertain to your job as it actually is, not to how you think it should be.

Question and Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
How much job security do you have as principal of your school?									
Very little security	18	13	14	17	16	14	22	12	5
Some security	14	10	9	15	12	10	14	11	6
A moderate amount of security	24	24	21	28	24	22	24	26	18
Considerable security	26	31	30	27	30	10	25	31	34
Very much security	17	21	25	13	19	24	14	20	37
How much opportunity to be helpful to other people does your position as a principal provide you?									
Very little opportunity	1	1	1	2	2	1	2	1	0
Some opportunity	8	7	6	10	8	6	10	6	4
A moderate amount of opportunity	21	21	19	22	22	20	23	20	17
Considerable opportunity	43	45	44	43	[illegible]	44	41	46	45
Very much opportunity	27	26	30	23	26	29	23	28	35
How much prestige does your position as a principal give you in the community where your school is located?									
Very little prestige	3	2	2	4	3	2	5	2	1
Some prestige	12	10	9	14	12	9	15	8	4
A moderate amount of prestige	37	38	33	38	40	35	38	39	30
Considerable prestige	36	40	41	36	35	41	33	41	49
Very much prestige	11	9	14	8	7	12	9	10	16
How much opportunity for independent thought and action does your position as a principal provide for you?									
Very little opportunity	5	4	4	7	6	3	6	4	3
Some opportunity	15	15	13	16	15	13	17	13	10
A moderate amount of opportunity	33	35	30	34	33	33	33	35	32
Considerable opportunity	36	38	38	34	36	38	33	39	41
Very much opportunity	11	9	15	9	11	11	11	10	14

TABLE B99 (Contd)

Question and Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
How much self-fulfillment (that is the feeling of being able to use one's unique capabilities, of realizing one's potential) does your position as principal provide you?									
Very little self-fulfillment	4	3	3	5	4	3	5	3	1
Some self-fulfillment	15	15	13	16	16	13	18	13	8
A moderate amount of self-fulfillment	35	33	30	34	33	33	35	34	29
Considerable self-fulfillment	34	38	38	34	35	38	31	39	45
Very much self-fulfillment	11	11	16	11	11	13	11	11	17

TABLE B100

The next five questions pertain to your job as you think it should be, not necessarily as it actually is.

Question and Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
In your opinion, how much job security should you have as principal of your school?									
Very little security	1	1	2	1	1	1	1	1	1
Some security	3	3	4	4	4	2	4	3	3
A moderate amount of security	20	21	21	26	22	18	23	20	17
Considerable security	46	49	47	48	48	46	48	47	44
Very much security	30	27	26	20	24	32	24	28	35
In your opinion, how much opportunity to be helpful to other people should your position as a principal provide for you?									
Very little opportunity	0	0	0	0	0	0	0	0	0
Some opportunity	1	1	1	1	1	1	1	1	1
A moderate amount of opportunity	11	9	9	11	11	9	13	9	6
Considerable opportunity	44	48	46	48	46	46	48	46	42
Very much opportunity	43	41	43	40	42	43	37	43	51

TABLE B100 (Contd)

Question and Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
In your opinion, how much self-fulfillment (that is the feeling of being able to use one's unique capabilities of realizing one's potential) should your position as a principal provide you?									
Very little self-fulfillment	0	0	0	0	0	0	0	0	0
Some self-fulfillment	2	1	1	1	1	1	2	1	1
A moderate amount of self-fulfillment	14	11	11	13	12	12	16	10	8
Considerable self-fulfillment	50	52	49	50	50	51	50	53	48
Very much self-fulfillment	33	35	38	35	35	35	32	36	43
In your opinion, how much prestige should your position as principal give you in the community where your school is located?									
Very little prestige	1	0	0	1	1	0	1	0	0
Some prestige	3	2	2	3	3	2	4	2	1
A moderate amount of prestige	25	24	23	28	26	22	29	23	17
Considerable prestige	48	51	50	48	50	50	47	52	52
Very much prestige	23	22	24	19	20	25	19	24	30
In your opinion, how much opportunity for independent thought and action should your position as a principal provide for you?									
Very little opportunity	0	0	0	0	0	0	0	0	0
Some opportunity	2	1	1	2	2	1	2	1	1
A moderate amount of opportunity	18	15	13	18	16	15	20	14	11
Considerable opportunity	55	59	56	56	57	57	55	59	55
Very much opportunity	25	25	28	24	25	27	22	26	33

TABLE B101

In how many civic and political organizations (e.g., Chamber of Commerce) do you presently hold membership?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	35	23	22	36	29	23	33	25	18
One	27	31	31	31	31	28	28	30	31
Two	22	27	26	21	24	27	22	26	27
Three	10	12	12	8	10	13	10	12	12
Four or more	6	7	8	4	5	9	6	7	11

TABLE B102

In how many social or avocational organizations (e.g., Country Club) do you presently hold membership?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
None	56	47	44	55	53	46	52	48	46
One	28	33	33	30	30	32	30	32	32
Two	11	14	14	11	12	14	12	13	14
Three	3	4	5	3	3	4	4	4	4
Four or more	2	3	3	2	2	3	2	2	4

TABLE B103

Professional activities of principal.

Question*	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Have you in the past two years attended a statewide or nationwide meeting of secondary-school principals?	75	78	78	60	76	83	63	85	90
Using the four alternatives provided, indicate the extent to which you have done the following during the past two years.									
Studied through higher educational institutions (e.g., summer school, extension courses, afternoon and/or evening courses, etc.)	43	40	38	56	47	30	47	38	27
Participated in the activities of professional associations (local, state, national)?	56	61	59	46	56	65	50	64	67
Traveled professionally outside your district?	29	32	35	25	29	35	25	35	39
Been involved in conducting research in education?	20	24	26	23	22	24	18	24	34
Participated in workshops or educational conferences?	57	60	61	53	55	62	49	63	73
Participated in community activities (e.g., service clubs, church organizations, civic organizations, etc.)?	75	75	69	68	68	78	69	76	77

*Entries for the first four questions are percent of principals choosing alternative 1 (Yes). For the fifth question, entries are percent of principals choosing alternatives 1 (Yes, several times), 2 (Yes, twice), and 3 (Yes, once). For the remaining six questions entries are the percent of principals choosing alternative 1 (Very extensively) or 2 (Quite extensively).

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TABLE B104

(Paraphrased extensively) Five possible qualities of a professional person are (A) Knowledge, (B) Dedication to one's job, (C) Dedication to human betterment, (D) Ethicality, and (E) Concern for the well-being of the profession. Do you believe that these five qualities apply to the profession of secondary-school principals?

Response Alternative	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Yes, I believe that all five apply or should apply	75	79	77	75	74	80	74	79	81
In my opinion, quality "A" does not or should not apply	8	4	4	5	2	4	3	4	5
Quality "B" does not or should not apply	1	1	1	0	1	1	1	1	1
Quality "C" does not or should not apply	1	1	1	1	1	1	1	1	0
Quality "D" does not or should not apply	7	5	6	8	7	5	7	5	4
Quality "E" does not or should not apply	0	1	1	1	1	0	1	0	1
Some combination of two or more of the five qualities do not or should not apply	7	5	8	8	8	6	7	6	5
I do not consider secondary school principals to be professionals by any definition of a profession	1	0	1	0	1	1	1	1	0
No opinion	4	3	2	4	4	2	4	2	2

TABLE B105

(Paraphrased extensively) Five possible elements of a definition of a professional, or in other words, five possible qualities of a professional person are (1) Knowledge, (2) Dedication to one's job, (3) Dedication to human betterment, (4) Ethicality, and (5) Concern for the well-being of the profession. Using these five qualities, answer the following questions.

Question	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
In your experience which of the five qualities outlined above is in your opinion most in evidence among secondary-school principals as a whole?									
Knowledge	7	7	7	8	6	6	8	6	6
Dedication to one's job	51	58	59	53	54	58	51	58	62
Dedication to human betterment	26	22	20	22	25	23	25	22	20
Ethicality	1	1	1	1	1	1	1	1	1
Concern for the well-being of the profession	14	12	13	14	13	12	14	12	11
Which one of the five qualities is in your opinion least in evidence among secondary-school principals?									
Knowledge	19	21	24	20	24	21	19	22	27
Dedication to one's job	6	5	3	5	5	4	5	5	3
Dedication to human betterment	14	14	20	17	16	15	16	14	17
Ethicality	27	25	21	28	25	24	28	24	19
Concern for the well-being of the profession	33	34	31	28	29	35	30	33	33
Which one of the five qualities (if any) do you feel the NASSP has been most successful in encouraging among its membership?									
Knowledge	14	19	18	18	17	17	15	19	19
Dedication to one's job	14	12	12	15	11	14	13	13	14
Dedication to human betterment	20	19	14	17	17	19	17	19	18
Ethicality	4	3	3	4	3	4	4	4	2
Concern for the well-being of the profession	40	43	44	38	43	42	41	41	44

TABLE B105 (Contd)

Question	Per-Student Expenditure for Educational Purposes			Years of Experience as a Principal			Size of School		
	Low	Medium	High	Low	Medium	High	Small	Medium	Large
Which one of the five qualities do you feel the NASSP has been least successful in encouraging?									
Knowledge	18	21	22	20	20	20	20	19	21
Dedication to one's job	13	13	13	14	13	12	13	12	12
Dedication to human betterment	19	20	22	19	18	22	18	21	23
Ethicality	27	25	23	24	24	26	23	27	24
Concern for the well-being of the profession	14	15	12	15	15	14	13	15	15